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ABSTRACT

This social studies curriculum guide for grade 11 in Manitoba, Canada, examines the historical development of Canada, with a focus on social and political history. The course also covers the way in which Canada's history has developed and is developing within an international context. The study has been divided into the following units and themes: Unit I, "The Peopling of Canada" (the various Native Canadian groups and the immigration of non-Native people); Unit II, "New Societies to 1867"; Unit III, "Government, Federalism, and Politics" (Canadian government); Unit IV, "Social and Economic Changes in Modern Canada since 1850" (changes brought about by technology and industrialization); Unit V, "Western Canada" (the history of western Canada, with emphasis on Manitoba); and Unit VI, "Canada's External Relations" (Canada's changing relationship with the rest of the world). Each unit begins with an overview of its main theme. Major topics within each theme are then outlined. Educational objectives and focusing questions are provided for the topics. An appendix contains excerpts from the social studies K-12 interim guide. (RM)

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SOCIAL STUDIES
GRADE ELEVEN
INTERIM GUIDE

SO 016 279

province of manitoba
department of education
1984

SOCIAL STUDIES

GRADE ELEVEN

INTERIM GUIDE

Province of Manitoba

Department of Education

1984

THIS GUIDE IS SUBJECT TO REVISION ON THE BASIS OF INFORMATION RECEIVED FROM SCHOOLS. IT IS EXPECTED THAT MODIFICATIONS WILL NOT BE IN THE DESIGN OF THE PROGRAM. RATHER, CHANGES MAY BE MADE IN AREAS CONCERNING STRATEGIES, RESOURCE MATERIALS, AND IMPLEMENTATION.

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Members Serving Since 1982

Linda McDowell (Chairperson) - Winnipeg School Division No. 1
Bob Caldwell - Antler River School Division No. 43
Kathy Bellemare - Kelsey School Division No. 45
Marilyn Drain - Lord Selkirk School Division No. 11
Ray Hall - Pine Creek School Division No. 30
Fred Headon - Seven Oaks School Division No. 10
Dan Heindl - Transcona-Springfield School Division No. 12
Bette Mueller - Pembina Valley School Division No. 27
George Tschikota - Portage la Prairie School Division No. 24
Gerald Friesen - University of Manitoba
Jim Richtik - University of Winnipeg
Gary McEwen - Department of Education
John Lohrenz - Department of Education

Members Serving Prior to 1982

Dean Boyd-Souris Valley School Division No. 42; Helen Petrowski-Winnipeg School Division No. 1; Jack Watts-St. Vital School Division No. 6; Tom Park-Fort Garry School Division No. 5; Ron Common-Department of Education

The contributions of the following teachers who piloted the Grade XI program are greatly appreciated.

NAME	SCHOOL	DIVISION
Dennis Bataluk	Nellie McClung Collegiate	Pembina Valley School Division No. 27
John Einarson	Morden Collegiate	Western School Division No. 47
Bill Fraser	Daniel McIntyre Collegiate	Winnipeg School Division No. 1
Mike Gartner	Sisler High School	Winnipeg School Division No. 1
Bill George	J. H. Bruns Collegiate	St. Boniface School Division No. 4

NAME	SCHOOL	DIVISION
Bob Grant	Edward Schreyer School	Agassiz School Division No. 13
Robert Moroz	Ashern Central School	Lakeshore School Division No. 23
Glen Olmstead	Crocus Plains Regional Secondary School	Brandon School Division No. 40
Dennis Wishnowski	Lord Selkirk Regional Secondary School	Lord Selkirk School Division No. 11

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the social studies program

THE SOCIAL STUDIES PROGRAM

This outline for the grade eleven social studies program is an Interim Guide that is available for use in the 1984-85 school year, and is subject to revision on the basis of information received from schools during that period. It is expected that modifications will not be made in the design of the program. Rather, changes may be made in areas concerning implementation, teaching strategies, and resource materials. Teachers are encouraged to forward suggestions for the improvement of this guide to the Manitoba Department of Education, Curriculum Development and Implementation Branch, 409-1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3.

LEVEL I, II, III DOCUMENTS

Curriculum guides are produced in three different formats, referred to as Level I, II, or III documents. In some subjects/courses, Levels I and II are combined into a single document (e.g., Mathematics K-6), while for others, separate documents have been developed (e.g., Language Arts, Social Studies). The documents are defined as follows:

Level I: a Level I document serves to identify the minimum program expectation for a given subject or course and consists primarily of a rationale, statement of goals, teaching objectives, and expectations. These statements, approved by the Minister of Education, constitute provincial policy and the teaching of objectives identified is mandatory.

Level II: a Level II document is composed of support material which expands the program beyond the minimum expectations identified in Level I. This expansion involves the development of recommended additional support material and includes exemplary strategies or techniques but their use is not mandatory.

Level III: a Level III document provides a detailed instructional package that supports the implementation of a specific program and is normally developed where no suitable commercially produced material is available.

STATUS OF THIS GUIDE

This guide is a Level II document. It should be used in conjunction with the Social Studies K-12 Level I document[1] which contains the philosophy, rationale, goals and objectives of the overall program. Topic objectives for grade eleven social studies are contained in the Level II document, and their teaching is required. Teaching strategies and learning activities parallel both topic objectives and the focusing questions. These are suggestions only and are intended to be used at the teachers' discretion.

[1]See Appendix.

INDIVIDUAL GRADE GUIDES

Individual grade guides are organized under the following headings:

- Grade Title and Overview
- Unit Title and Overview
- Unit Topics and Focusing Questions
- Unit Topic Objectives
- Unit Topic Suggested Teaching Strategies, Learning Activities and Questions (except for Grade XI - where these will be included in the Teachers' Guide)

The overview statements that introduce each grade and its units are intended to outline the directions of the program. More specific focusing questions, with related objectives, are included with each topic to guide inquiry.

It is suggested that teachers insert, within each grade guide, such materials as their own lesson plans, helpful teaching hints, resource materials, articles and test materials in order to make the guide as practical and useful as possible.

TEXTBOOKS

Basic textual material congruent with this guide is being developed and is to be available for the 1985-86 school year. The Teachers' Guide will include the Suggested Teaching Strategies and Learning Activities.

RECOMMENDED TIME ALLOTMENT

The core objectives identified in curriculum guides constitute the basic provincial curriculum expectations for individual grades, subjects, and courses and should serve as the principal guide to school administrators and teachers in the determination of appropriate time allotments. All schools/school divisions are expected to ensure that sufficient time is allocated to provide the adequate development of the objectives of individual programs.

The recommended yearly time allotment for the social studies programs 10-12 is 110 to 120 hours.

The social studies curriculum has been formalized for 70% (28 weeks) of the alloted time in any given year. The remaining time, 30% (12 weeks), is available for investigating social studies concerns or issues deemed relevant by teachers and/or students.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Note: The "Suggested Teaching Strategies, Learning Activities and Questions" will not be included in this guide. Instead, they will be included in the Teachers' Guide which is being developed by McClelland and Stewart in conjunction with the new textbook being written for this course.

The intent of the "Suggested Teaching Strategies, Learning Activities and Questions" is to assist teachers to answer the question, "In what activities should my students be involved?" Teachers may choose those student activities which are suggested or may simply use them to develop their own ideas and student activities.

In the interest of efficiency, it should be noted that each strategy or activity adopted by the teacher should satisfy one or more of the following objectives:

- knowledge
- thinking and/or research
- attitude and value (generally a discussion-type activity)
- social participation (generally a group-type activity)

For example, a well planned social participation activity may satisfy a number of the above objectives.

Even though social participation objectives are indicated in most topics, it will not be possible to meet them all because of lack of time. However, teachers should consider the social participation activities as an important part of the overall social studies program.

The strategies and learning activities suggested in the Teachers' Guide have been developed from the topics and focusing questions in the context of either one objective or category of objectives.

Teachers should be aware that, in most units, there are probably more strategies, activities and questions than could be completed in the alloted time. Thus, strategies should be chosen (or developed) according to the emphasis desired for particular topics or classes.

STATEMENT ON 00/01

This guide describes both the 00 and 01 courses. The approved text will be the basic resource for both courses. The general intent is that in both courses students should examine similar content, identified by the topics and focusing questions. It is also intended that the knowledge objectives, the thinking and research skill objectives, the attitude and value objectives, and the social participation objectives be emphasized in both courses. In effect, the objectives for each course need not vary in any significant way. However, the teaching style for 01 courses should be more "supportive" than what is usually expected in 00 courses. This "support" may be described in the following points:

a) more emphasis should be placed on developing work habits, language-processing skills, analytic and critical thinking skills.

b) greater attention should be placed on the supplementary questions presented before, during, or after reading selections and listening to presentations to facilitate comprehension and discussion.

c) a greater emphasis on i) surveying of texts/chapters/articles, ii) setting specific reading objectives/questions and iii) designing activities which introduce new vocabulary and concepts to preface reading assignments.

d) more attention should be placed on demonstrations, models, diagrams, maps, and visuals to augment verbal explanations.

e) more emphasis should be given to integrating, at appropriate points, language processing skills related to organizing information for study, essay writing, and doing research.

In short, more of the intellectual work needs to be done by the instructor in the 01 course.

In addition to the above, the following guidelines should apply to the expectation/achievement levels of the 00/01 courses:

i) the reading assignments for the 00 course should be, for example, more sophisticated and demanding, and of greater variety than for the 01 course.

ii) the research (for papers, presentations, reports, debates) should be more demanding, for example, in length, in sophistication, in number, and in bibliographic references than for the 01 course.

iii) the 00 course should place a greater emphasis on the higher levels of the learning taxonomy such as analysis, synthesis, and evaluation and be, therefore, more conceptual in nature. The 01 course focuses to a greater extent on the lower levels of the learning taxonomy such as knowledge, application and analysis, and is, therefore, more general in nature.

iv) in general, the intent of the 00 course is to provide the student with the appropriate background for specialized further study in the discipline. The 01 course is intended to provide the student with a general approach in that discipline, which may not necessarily lead to further study.

HOW THIS COURSE DIFFERS FROM THE PREVIOUS COURSE

- This course is part of the sequential K-12 program.
- The content for the 00/01 courses is similar.

- The text, congruent with the curriculum guide, will be the common resource for both the 00/01 courses. Supplementary resources will provide "enrichment" for the 00 course and "simplification" for the 01 course.
- A more detailed curriculum guide describing the course has been developed and should be a greater resource to the new teacher, but should also be more helpful for any classroom teacher.
- The Teachers' Guide, congruent with the curriculum guide and textbook, will include the suggested teaching strategies and learning activities.
- The emphasis of the course will be on the social history of Canada (concern for the lives of ordinary people, minorities, etc.).
- The course emphasizes themes rather than focuses on strictly chronological history.
- The course does not focus specifically on a "civics" unit as in the previous course, but rather emphasizes application of the system as opposed to the history of the system. It deals with concepts such as power, decision-making, etc.
- The course includes a unit on pre-industrial and post-industrial society, its effects on lives of men, women, and children in both the working and middle classes, and their response to industrialization.

SOCIAL HISTORY

Manitoba teachers have employed social history in their classes for many years but this curriculum is the first to make it an integral part of the Canadian history course. Units II and IV, in particular, rely heavily upon the social history approach. Why has it become so popular and why has the committee of Manitoba teachers chosen to utilize it in their new curriculum? The answers lie in the nature of the subject and its strong appeal for teenage students.

Social history became the most important approach to historical study in the universities of the North Atlantic world during the 1960's and 1970's. Numerous subfields developed, ranging from the history of crime and sex to urban history, labour history, women's history, family history and ethnic history. The scholars within them set up their own associations, journals and conferences. The best-known among the social historians, individuals such as Edward P. Thompson in England and Fernand Braudel in France, became so famous that their names were a kind of shorthand for approaches to the study of the past. The goal of the "new social history" was to understand the composition, evolution and attitudes of the communities under study. Its practitioners were more concerned to delineate groups and to discuss representative individuals than to write biographies for their own sake. The specific events of political history interested social historians less than such questions as what groups exercised power and how these groups pursued their goals. Social history was the history of society; it might select a narrow subject such as housing styles or a broad theme such as technological change but its goal was to utilize these illustrations in depicting the life of a community.

In preparing the Canadian history curriculum, the committee of Manitoba teachers has been influenced by the popularity of the new social history but also by its attractions for classroom instruction. The teachers found that students enjoyed assignments concerning social change when they were required to investigate farm technology, the composition of the household (especially the role of adolescents), and the impact of the factory system upon cities. And they found that the students' grasp of chronology and even their sense of the relationships between political, economic and social changes were much firmer as a result of the emphasis upon social history.

The crucial topics in political and constitutional history remain central to the new curriculum. No one can afford to ignore Canada's place in the world or to slight such enduring themes as French-English and federal-provincial relations. But these familiar approaches have long been supplemented in Manitoba classrooms by examples of historical change drawn from social and material history. The new curriculum elevates these isolated examples to the level of a complementary historical theme, that of social change.

ADOPTION AND IMPLEMENTATION

A distinction has been made between curriculum adoption--the formal introduction of the curriculum guide, initial purchase of materials and orientation sessions, and curriculum implementation--a longer period of planned and active implementation characterized by measurable differences in classroom practices and student behaviour.

An overall implementation strategy should be expected to continue over a longer period, will vary from one curriculum area to another, and will need to be adapted to local requirements. It should serve, moreover, to marshall resources and focus in-service planning at school, divisional and Departmental levels.

The following stages should be noted in the overall process:

- Awareness Stage (1983/84, 1984/85)

  This stage addresses the question: "What is the change?" The intent is to familiarize administrators/teachers in the field with the overall program; i.e., rationale, intent, goals, objectives, strategies, teaching approach, scope, sequence. At this stage there is very little visible ownership on the part of the teachers/administrators of the intent of the new curriculum.

- Adoption Stage (1984/85, 1985/86)

  At this stage some change on the part of the administrators/ teachers is visible. There is a willingness to: introduce the new curriculum, purchase some materials, encourage orientation sessions, and try a unit or so with students. A sense of ownership is beginning to appear, as administrators/teachers begin to understand, accept, and promote the revised curriculum.

- Implementation Stage (follows adoption stage)

This stage is characterized by measurable differences in teacher-classroom practices and in student learning outcomes. The following kinds of changes are discernible:

- the use of revised materials.
- a teaching approach which is congruent with the intent and spirit of the curriculum guide. (This may require, on the part of the teachers, a possible incorporation of new or revised beliefs, i.e., the philosophical assumptions and beliefs underlying the particular approach may have to change as well.)

A definite ownership of the revised curriculum has occurred, i.e., the change has been 'internalized', adapted, and is being followed.

The length of time to implement a revised program will vary from one division to another, from one school to another, and from one teacher to another. There are a number of factors which affect the rate at which the implementation process will occur.

CANADA: A SOCIAL AND POLITICAL HISTORY

GRADE ELEVEN OVERVIEW

Theme: A social and political history of Canada.

The intent of this course is to examine the historical development of Canada, with a focus on the social and political history. In this context, it should be noted that material history and popular culture are just as valid illustrations of historical change as the record of constitutional change and staple exports. A further intent is to examine the way in which Canada's history has developed and is developing within an international context, i.e., the relationship between Canada and world issues, where appropriate.

Each of the units is organized around a theme which is developed chronologically. Overlap between themes is recognized and intentional, but issues which arise several times should be dealt with in detail only once. The course has been divided into units, with the associated themes, and suggested time frames.

The intent is also to survey briefly the variety of interpretations of Canadian historical writing. Basically, to address the question, "How does the writing of history change with time and cultural perspective?" The survey might include examples from the following: a British Canadian interpretation (G. M. Wrong), an early French Canadian interpretation (Lionel Groulx), Laurentian Thesis interpretation (Donald Creighton), ideologies in social history interpretations (J. M. S. Careless, Terry Copp, Greg Kealey), and a recent French Nationalist interpretation (Michel Brunet).

A 28-week (70%) time frame has been suggested for the units, with the remaining 12 weeks (30%) to be used at the discretion of the teacher, either to give greater emphasis to certain units, to include a local study or to choose another related topic.

Note: The units need not be taught in exactly this order.

UNIT I - The Peopling of Canada
Theme: The peopling of Canada from its beginning to the present. (Suggested time: 5 weeks)

Unit II - New Societies to 1867
Theme: Life in "new" French and British societies to 1867. (Suggested time: 4 weeks)

Unit III - Government, Federalism and Politics
Theme: A study of Canadian government, highlighting the roles of federalism, political parties and the individual. (Suggested time: 5 weeks)

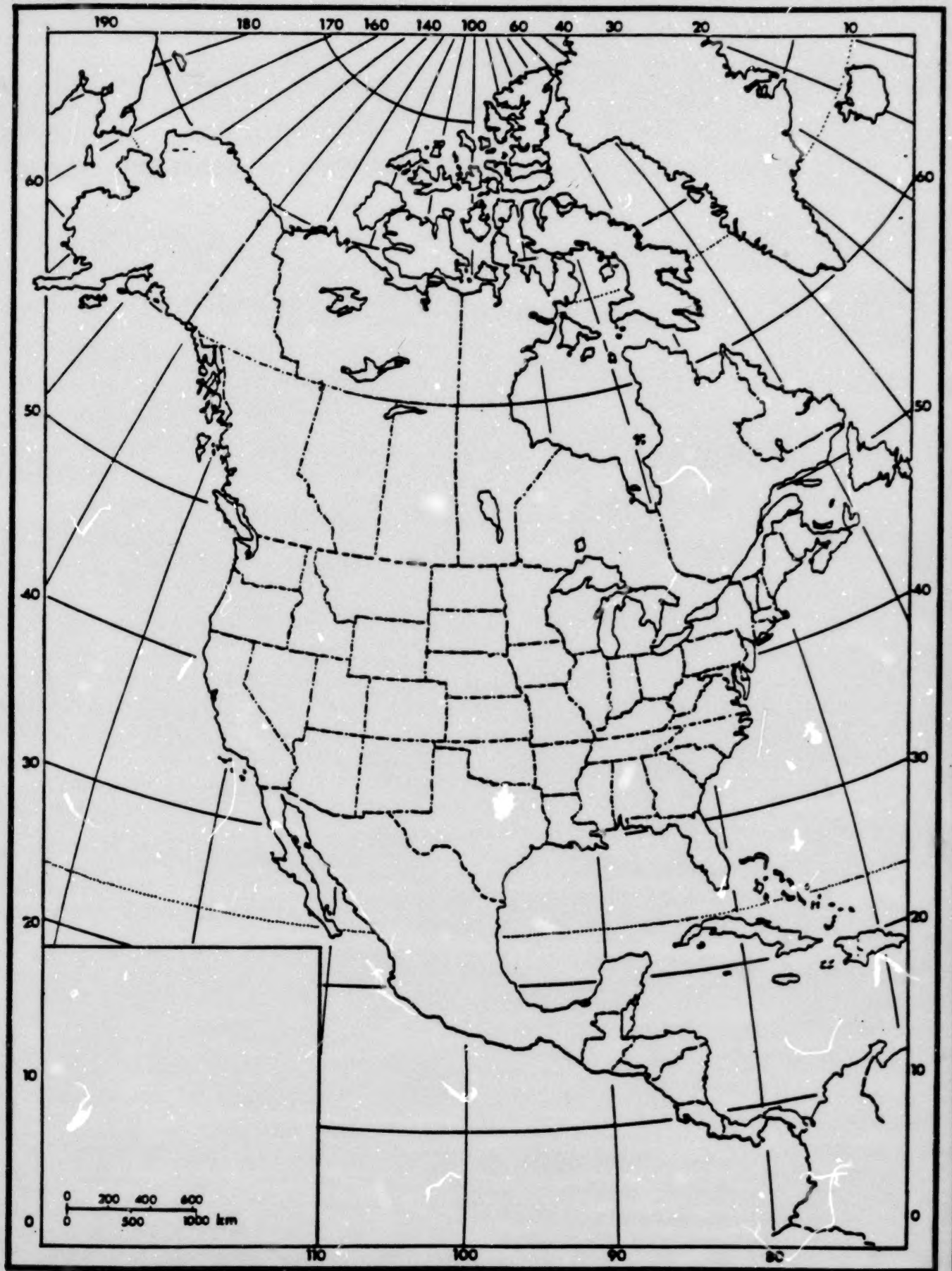
Unit IV - Social and Economic Changes in Modern Canada Since 1850
Theme: New technology and resulting industrialization have been responsible for economic and social change in Canada. (Suggested time: 5 weeks)

Unit V - Western Canada
Theme: Western Canada and its regional history. (Suggested time: 5 weeks)

Unit VI - Canada's External Relations
Theme: Canada's changing relationship with the rest of the world, past to present. (Suggested time: 4 weeks)

The major purposes of the course are to help students to explore and to develop a better understanding of the following ideas:

- that the population of Canada is a very diverse one, built up by successive waves of immigration.
- that cultural stereotyping and social prejudice have existed in Canadian history and have influenced our immigration policies.
- that European colonies in North America exhibited significant differences but also had important elements in common.
- that despite periodic strains on the relationship between the French and English speaking peoples, Canada has survived - by compromise and cooperation.
- that Canada has developed from regional communities with differing interests and perspectives.
- that Canadian government developed from a British parliamentary model, was adapted by French-English and federal-provincial pressures, and is maintained by an evolving party system.
- that individuals have a role to play in government and that individuals have both rights and responsibilities.
- that the economic development from a non-industrialized society to a highly industrialized one has changed the nature of Canadian life, both rural and urban.
- that the Canadian family has undergone important changes in the past three centuries.
- that material history and popular culture (for example: sports and fashion history and the appearance of Main Street) are just as valid illustrations of historical change as the record of staple exports and constitutional change.
- that the history of the local area and region follows distinctive rhythms, yet is related to national and international history.
- that Canada's place in the world has changed as Canada has evolved from colony to nation and that Canada has undertaken many international responsibilities in the last half of the twentieth century.



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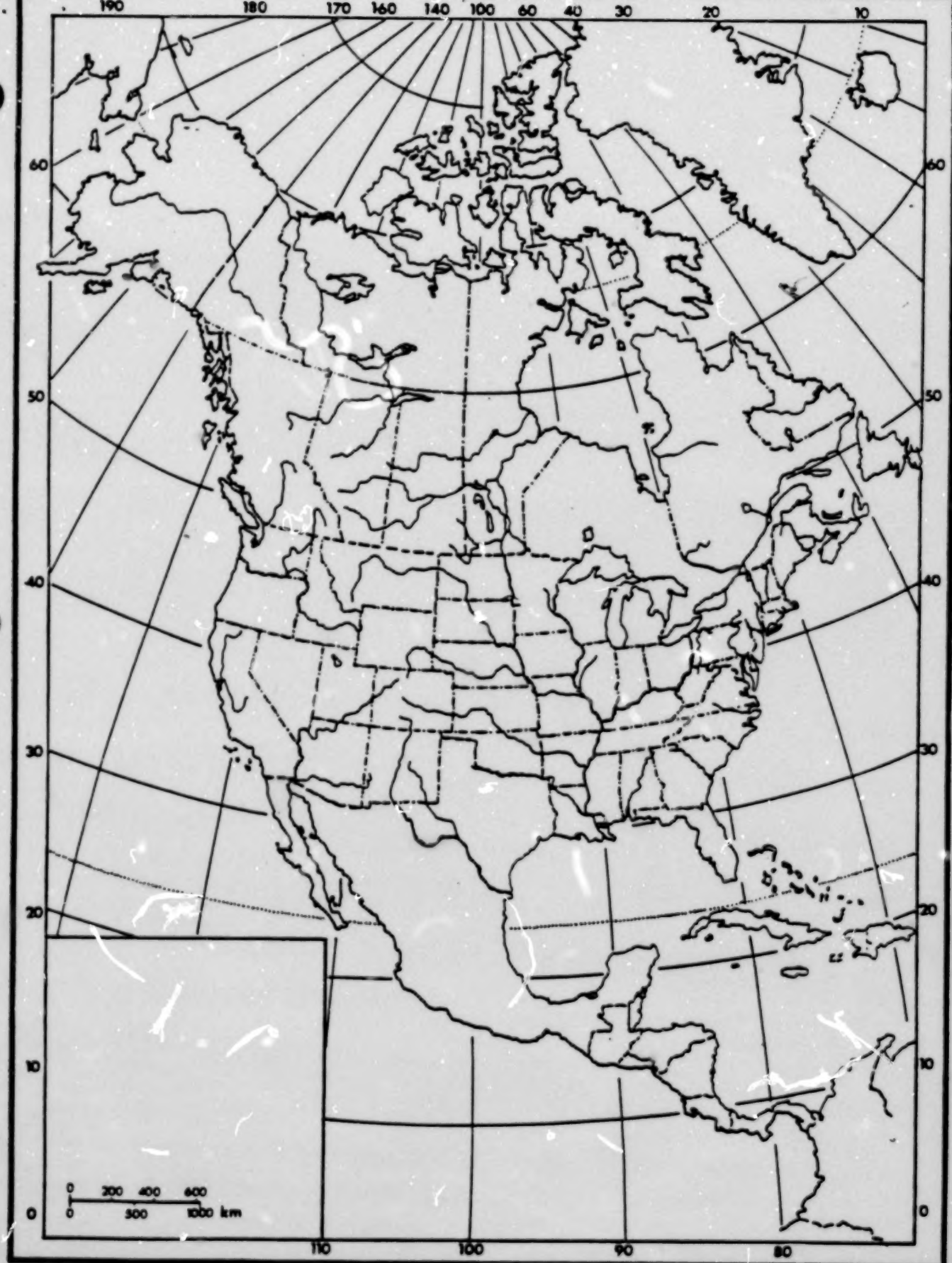

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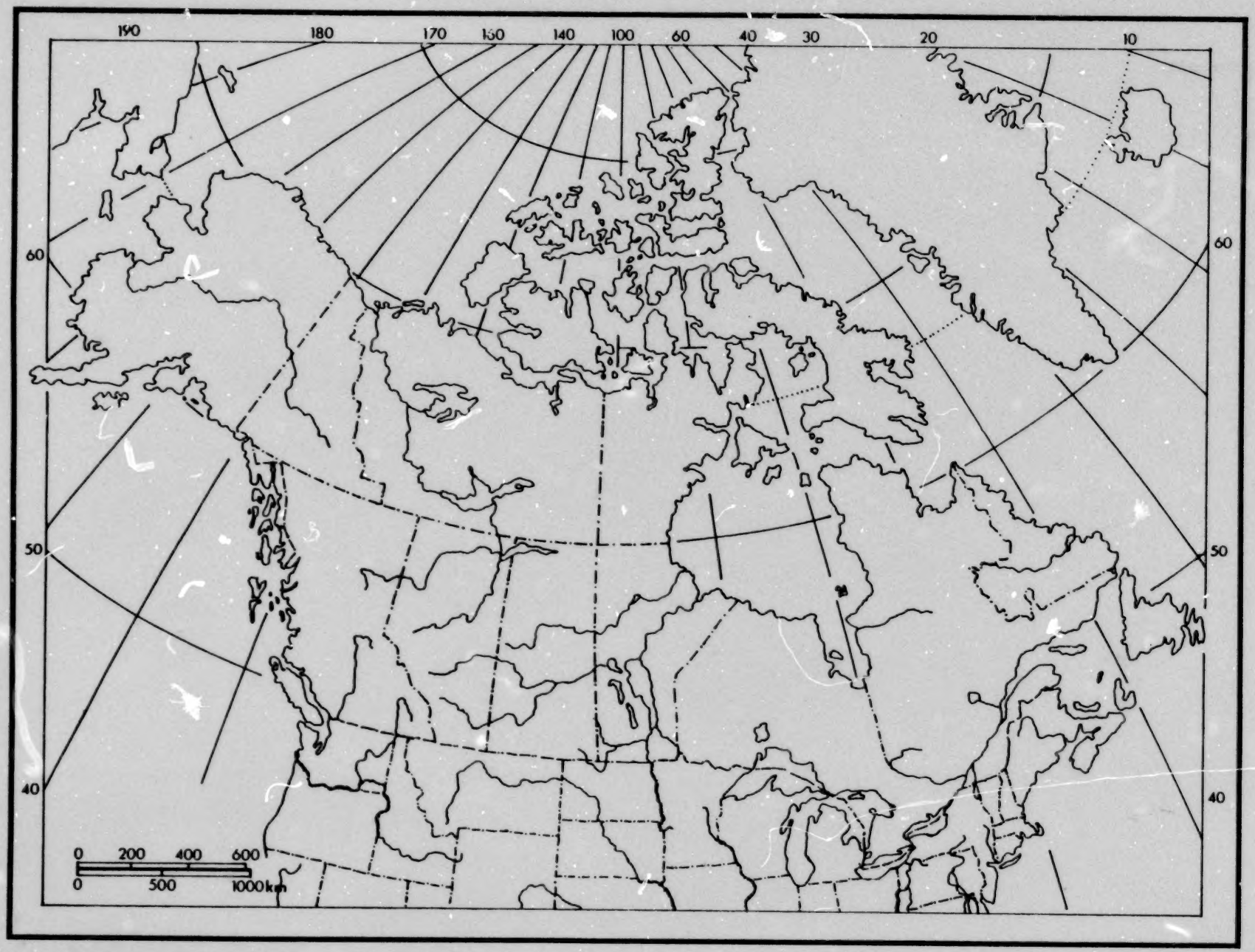

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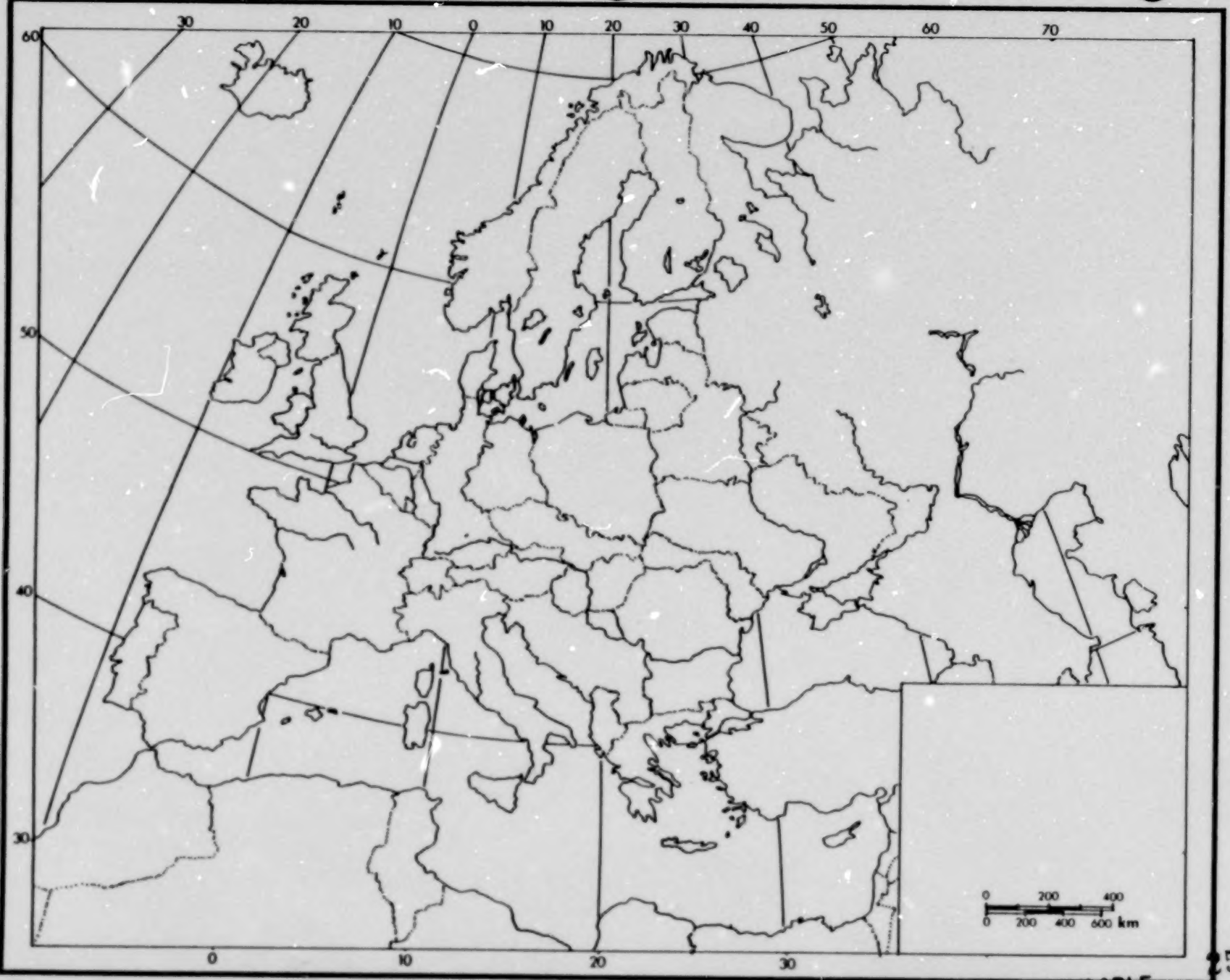

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UNIT I OVERVIEW

Theme: The Peopling of Canada from its beginning to the present.

The intent of this unit is to examine the various Native groups of Canada and the periods of immigration of non-Native peoples. The unit examines the impact of immigration on the various Native peoples and on the evolution of the multicultural society of modern Canada. A further intent is to examine Canadian immigration regulations and policies.

Note: It is suggested that the following skills be emphasized in this unit: comprehending time and chronology (by developing a time line of Canadian history); map and globe skills (showing places of settlement); and locating, organizing and acquiring information.

UNIT I TOPICS AND FOCUSING QUESTIONS

Note: The Grade IX curriculum guide outlines the following topic and focusing questions. (Unit II)

2. The Multicultural Nature of the Canadian Society

- **Why is Canada called a multicultural country? How has it become multicultural? Consider the role of immigration with related policies, issues and concerns.**
- **What are the strengths of having a multicultural society?...country? What concerns face a society which is not prepared to accept a variety of cultures? Consider issues such as: prejudice, discrimination, segregation, etc.**
- **What contributions have various ethnic groups made to enrich Canadian society?**

Therefore, parts of topic 1 and 2 may be familiar to some students.

1. Native Peoples

- What are the various Native explanations about the origins of the Native peoples? What are the most common non-Native explanations for the origins of the Native peoples? Where were the major Native groups located at the time of European contact? What were the main similarities and differences among these groups?
- What were the major effects on Native peoples of the initial interaction between the European and Native groups? How were Europeans affected?

- How has the long-term interaction between Native and European groups affected Native peoples? (Examples: introduction of technology, disease, etc. Also consider such things as treaties, reserves, Indian Act, land claims, current concerns.)
- What are some of the contributions of Native groups to Canadian society? (Examples: specific inventions such as the canoe and snowshoes; more general things such as attitudes and other cultural contributions.)
- What are the cultural similarities and differences among the various Native and non-Native groups?

2. Immigration - 1600 to the Present

The following groups and periods of immigration should be examined:

. The French 1600-1760
. The Loyalists
. British Immigration 1800-1860 (with emphasis on the Great Migration)
. Multicultural Migration 1867-1929 (special emphasis on 1896-1914)
. Migration 1930 to present (including refugees and restrictions)
. Special migrations (for example - gold rushes, Blacks in the Maritimes)

Apply the following questions (where appropriate) to each of the above. Personalize with examples of individuals or families, wherever possible.

- What are the characteristics of various periods of immigration? Where did immigrants originate? When? Why did they come? How did they come? How many? Where did they settle? Who was displaced in the process? How were they accepted? What percentage of the population do they constitute today?
- How did Canada affect the immigrants?
- How did the immigrants affect Canada?
- Has Canada treated all immigrants equally? (Examples: Chinese, Jews of the 1930's, Japanese-Canadians during World War II.)
- What are the present immigration regulations?...past immigration regulations?
- What are the consequences for Canada of the present immigration policies?

TOPIC 1: NATIVE PEOPLES

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

. identify and explain some theories about the origin of the Native people.
. identify the location of various Native groups at the time of European contact.

- recognize the similarities and differences among major Native groups at the time of European contact.
- explain the major effects on Native peoples of the initial contact with Europeans.
- explain the major effects on Europeans of the initial contact with Native people.
- outline and give reasons for the effects on Native peoples of long-term interaction between Native and European groups.
- list some of the concerns of modern Native people.

Thinking and Research Skill Objectives. The students should be able to:

- research and explain the long-term effects of non-Native settlements on the way of life of various native groups.
- compile a list of the contributions made to Canadian society by Native people.

Attitude and Value Objectives. The students should be able to:

- briefly analyze and discuss the various theories about the origins of Native people.
- examine critically the effects of interaction between European and various Native peoples.
- develop an appreciation for the contributions of Native people to Canadian society.

Social Participation Objectives. The students should be able to:

- plan and carry out a group activity which demonstrates one of the following:
  - Native contributions to the development of Canadian society.
  - the changes in the Native way of life as a result of non-Natives coming to Canada.
  - current Native concerns.
  - the similarities and differences among the various Native groups.

TOPIC 2: IMMIGRATION-1600 TO THE PRESENT

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- identify the characteristics of the periods of immigration to Canada.
- describe the ways in which immigrants have affected Canada and Canada has affected immigrants.
- outline present immigration policies...past immigration policies.

- recognize specific examples of prejudice, stereotyping and discrimination.
- recognize what it means for Canada to be a bilingual and multicultural country.

Thinking and Research Skill Objectives. The students should be able to:

- locate information about immigration periods and immigrant groups.
- interpret in charts and maps information about immigrant groups.
- construct a time line of immigration to Canada.
- analyze government immigration regulations and policies.
- develop an understanding of the ways in which immigration has affected Canadian society.

Attitude and Value Objectives. The students should be able to:

- develop an appreciation of the hardships and joys of immigrants coming to Canada.
- examine critically present government immigration regulations and policies...past immigration regulations and policies.
- discuss the implications of Canada's multicultural policy.

Social Participation Objectives. The students should be able to:

- plan and carry out a group activity which demonstrates one of the following:
  - cultural stereotyping, prejudice, discrimination.
  - the process of becoming an immigrant to Canada.

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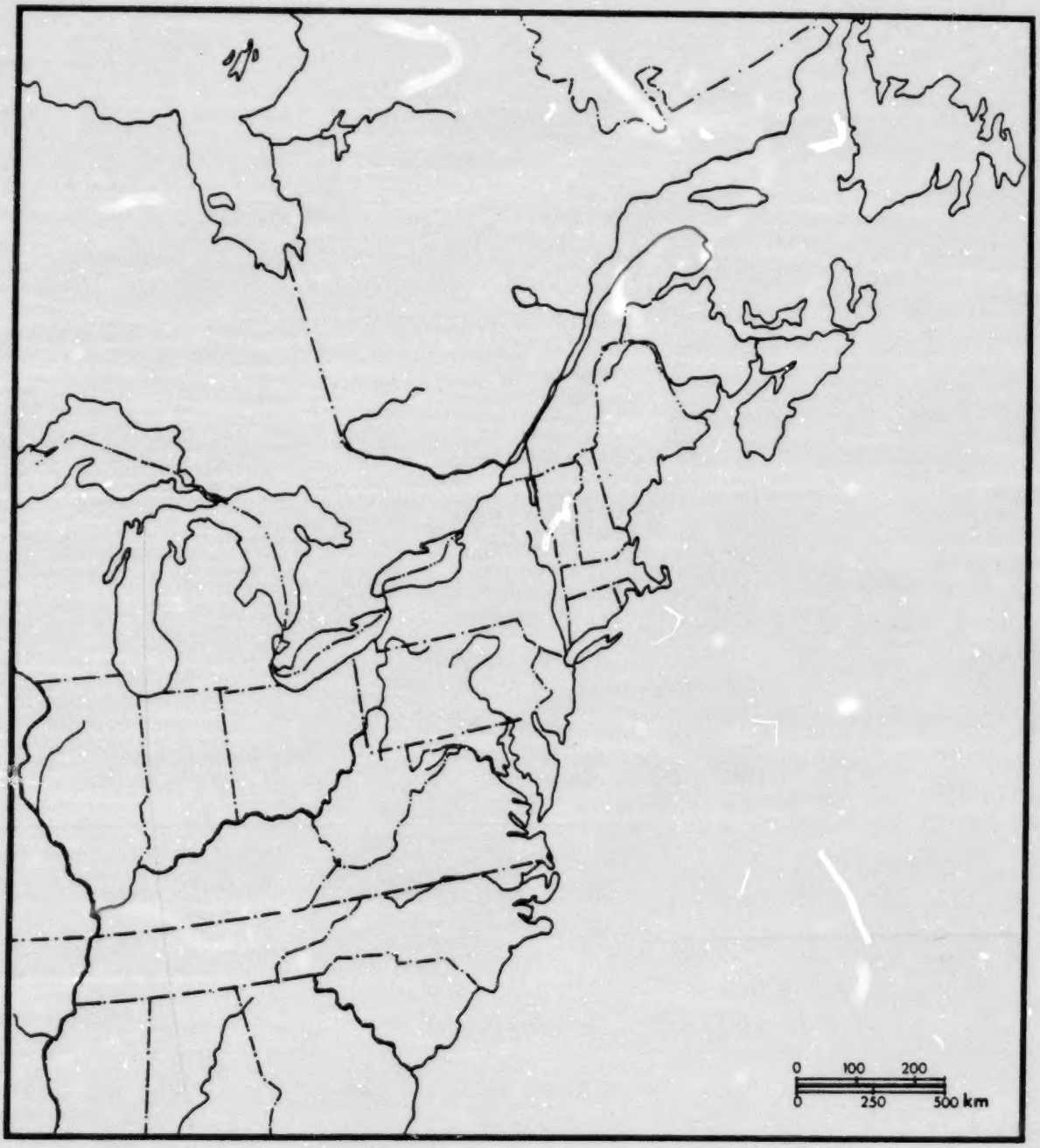

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UNIT II - NEW SOCIETIES TO 1867

UNIT II OVERVIEW

Theme: Life in the French and British societies to 1867.

The intent of this unit is to examine the history of the French in North America to 1760. It emphasizes that they lived in this part of the continent for a century before the conquest and established a distinctive society during those four generations. It will also examine Lower Canada, Upper Canada, and the Atlantic colonies, 1760 - 1867, to show the development of regional communities and the continuing theme of French/English relations.

Note: It is suggested that the following skills be emphasized in this unit: locating and organizing information; making comparisons; and using maps.

UNIT II TOPICS AND FOCUSING QUESTIONS

1. French Society to 1760

   - What were the economic activities in New France in this period? (Examples: fur trade, agriculture, and commerce)
   - What was the role of the Church? (Examples: consider the Church's influence on social policy, education, health care.)
   - What was the role of the military? (Examples: consider the status of officers and soldiers, French/Native relationships.)
   - What was the administrative structure? (Examples: Governor, Intendant, Captains of Militia.)

2. Lower Canada, Upper Canada, and the Atlantic Colonies, 1760 - 1867

   - What was the impact of the conquest upon Lower Canada? (Consider also the legal framework of the French society.)
   - What were the British North American colonies, and where were they located? Consider relative populations and economic activities (fish, fur, timber and wheat).
   - What were the impacts of the dominant religions?
   - What was the nature of the colonial governments and what pressures finally led to the union of the British North American colonies?

TOPIC 1: FRENCH SOCIETY TO 1760

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

. describe the way in which New France was organized and the way its inhabitants made a living.

Thinking and Research Skill Objectives. The students should be able to:

- research and analyze the society of New France, including the role of the church, the impact of the seigneurial system and the way in which the inhabitants earned a living.

Attitude and Value Objectives. The students should be able to:

- evaluate the strengths and weaknesses of the society of New France.

Social Participation Objectives. The students should be able to:

- plan and carry out a group project which illustrates a significant feature of the society in New France.

TOPIC 2: LOWER CANADA, UPPER CANADA, AND THE ATLANTIC COLONIES, 1760-1867

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- define what is meant by "the conquest".
- identify the role played by the British government in the preservation of the French culture in British North America.
- outline the immediate and long-term political and social consequences of the conquest, for the French and British societies of Lower and Upper Canada, and the Atlantic colonies.
- recognize similarities and differences among the societies in Lower and Upper Canada, and the Atlantic colonies.
- identify and describe the pressures which finally led to the union of the British North American colonies.

Thinking and Research Skill Objectives. The students should be able to:

- analyze the political and social consequences of the conquest for the inhabitants of the Canadas and the Atlantic colonies.
- construct a comparative chart of the societies of Lower Canada, Upper Canada and the Atlantic colonies under such headings as location, population, economic activities, education, religion, decision-making, concerns/challenges.
- research the significance of the union of the British North American colonies.

Attitude and Value Objectives. The students should be able to:

- develop an appreciation for the importance of the survival of the French culture after the conquest.

- compare the strengths and weaknesses of the societies of Lower Canada, Upper Canada, and the Atlantic colonies.

Social Participation Objectives. The students should be able to:

- plan and carry out a group project which highlights events and personalities of the time. (Consider producing a newspaper.)
- organize and participate in an activity which illustrates the concerns of the inhabitants of Lower Canada after the conquest.

UNIT III - GOVERNMENT, FEDERALISM AND POLITICS

UNIT III OVERVIEW

Theme: A study of Canadian government, highlighting the roles of federalism, political parties and the individual.

The intent of this unit is to examine briefly the way in which the Canadian parliamentary government system has evolved, paying particular attention to federalism and regionalism, the evolution of political parties and the role of the individual in our system of government.

Note: It is suggested that the following skills be emphasized in this unit: locating material (special political reference books, i.e., Canadian Almanac and Directory, Canada Yearbook, political science dictionaries, Canadian Periodical Index and periodicals); analyzing and evaluating information in print; interpreting political cartoons; analyzing audio-visual presentations, especially TV; and discussion and debate.

UNIT III TOPICS AND FOCUSING QUESTIONS

Note: **The Grade IX curriculum guide outlines the following topics and focusing questions. (Unit III)**

1. The Political Process

- **What is government and why is there a need for it?**
- **How does Canada's system of government work? What challenges face the political process of Canada?**

2. The Legal Process

- **Why is there a need for laws and a legal system in our society?**
- **How does Canada's legal system work? How can individuals or groups influence the making of laws?**
- **What are the legal rights of individual members of our society? How are these rights guaranteed?**

Therefore, parts of these topics may be familiar to students.

1. Native and Colonial Governments to 1867

Note: This topic is to be treated briefly and as an introduction to the topics which follow.

- How did the following groups of people govern their societies and why did they adopt these forms of government?

. various Native groups
. early French Canadian society
. early British colonies

2. Federalism

- What features of British parliamentary government and the American federal system were written into the British North America Act?...were not written into the B.N.A. Act?
- What concerns has federalism created? (Examples: federal-provincial concerns and conferences; French-English interaction; western alienation, etc.)
- What constitutional changes took place in 1982? What have been the implications?
- What part does the media play in our political system?

3. The Development and Role of the Political Party System from 1867 to the Present

- What is a political party? Why are parties formed? When and why did the major Canadian political parties develop? What other minor or regional parties are there? How are the terms "left", "right" and "centre" used in relation to Canadian political parties? What is the Canadian party system? What is "patronage" and where does it fit in the system?
- What is a bureaucracy and how does it fit into the system of government? How does bureaucracy affect the political parties? How does it affect the citizen?

4. Rights and Responsibilities of Citizens

- How much influence do governments have in the everyday lives of most citizens?
- How do citizens influence the decisions of governments? (Examples: voting, joining a political party, writing or calling their elected representatives, forming pressure groups, demonstrations, using the media, etc.)
- What are the basic rights of a Canadian citizen?
- What is the importance of the Charter of Rights? Under what circumstances have Canadians lost their civil rights and how could this happen again? (Examples: Padlock Law; restriction of minority groups, Japanese-Canadians of World War II; War Measures Act, especially as it applied in 1970 during the FLQ Crisis.)
- What are the responsibilities of a citizen? (Examples: paying taxes, respecting the law, etc.)

5. Comparison of the Canadian Political System to Other Systems of Government (Optional)

- How is the Canadian political system different from other systems? (Examples of points to be considered: individual rights, political rights, voting, range of political choice, rule of law, equality before the law, etc.)

TOPIC 1: NATIVE AND COLONIAL GOVERNMENTS TO 1867

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- identify the types of government organized by Native, French and British societies before Confederation.

Thinking and Research Skill Objectives. The students should be able to:

- summarize a time line of major steps in the evolution of government leading to Confederation.

Attitudes and Value Objectives. The students should be able to:

- discuss the contributions made to our current system of government by Native, French and British societies.

TOPIC 2: FEDERALISM

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- recognize the features of the British parliamentary system of government that were written into the B.N.A. Act...that were not written into the B.N.A. Act.
- recognize the problems which have developed as a result of the B.N.A. Act, especially in the areas of federal/provincial powers, French/English relationships and Western alienation.
- identify the major changes made to the Canadian constitution in 1982.

Thinking and Research Skill Objectives. The students should be able to:

- research and summarize features of government written into the B.N.A. Act which are derived from the British parliamentary system as well as those influenced by the American federal system.
- summarize those features of government derived from British practice which were not written into the B.N.A. Act.
- research one or two cases of conflict between the federal and provincial governments, e.g., control of resources, freight rates, taxation, conscription, language issue, education.
- summarize the reasons for Western alienation--past and present.
- compare and contrast in chart form the B.N.A. Act of 1867 and the Constitution Act of 1982.

Attitude and Value Objectives. The students should be able to:

- discuss the perceptions Canadians from different regions have of each other.
- compare the differing regional viewpoints on major Canadian issues.

Social Participation Objectives. The students should be able to:

- plan and carry out a group project which presents more than one side of a federal/provincial issue, e.g.,
  - interview people concerning regional viewpoints on a particular issue.
  - prepare a news broadcast on a current federal/provincial issue.

TOPIC 3: THE DEVELOPMENT AND ROLE OF THE POLITICAL PARTY SYSTEM FROM 1867 TO THE PRESENT

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- recognize the purpose and organization of Canada's major political parties.
- explain the background of Canada's major political parties and identify their positions on the political spectrum.
- define and give examples of such political terms as left, right, centre, platform, patronage, bureaucracy.
- identify the part played in our political system by non-elected groups such as the bureaucracy and the media.

Thinking and Research Skill Objectives. The students should be able to:

- research and analyze the platforms and leadership of major political parties in Canada.
- interpret political cartoons.
- evaluate the differences between fact and opinion in political advertising.
- gather and compare samples of political writing.

Attitude and Value Objectives. The students should be able to:

- discuss the degree to which the political concepts of left, right, and centre apply to each major political party.
- examine critically the power of the bureaucracy.
- debate the pros and cons of the influence of the media in our political system.

Social Participation Objectives. The students should be able to:

- plan and carry out a group activity which demonstrates one of the following:
  - a mock election complete with parties, platforms, candidates, voters' lists.
  - an investigation of a local issue and the preparation of a presentation to the appropriate local authority.
  - a compilation of newspaper and magazine articles or television reports which demonstrate how media can influence the public. (Where feasible, students should be encouraged to volunteer to participate in the political process by working for candidates of their choice in elections.)

TOPIC 4: RIGHTS AND RESPONSIBILITIES OF CITIZENS

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- list ways in which citizens' everyday lives are influenced by governments.
- explain ways in which citizens can influence government decisions.
- identify the rights of Canadians entrenched in the 1982 Charter of Rights and those rights which have been or are being tested in the courts.
- recognize the importance of documents such as the Charter of Rights.
- recognize that certain groups of Canadians have been deprived of their rights on specific occasions.
- recognize the responsibilities citizens have in such a system of government.

Thinking and Research Skill Objectives. The students should be able to:

- locate information about the ways in which government controls the lives of citizens.
- present ways for citizens to influence government decisions.
- locate and chart the basic rights of Canadians as entrenched in the Charter of Rights.
- research instances where civil rights have been denied to specific groups of Canadians.

Attitude and Value Objectives. The students should be able to:

- discuss the ways in which citizens can and should influence governments.

- debate whether Canadian governments have been justified in suspending the civil rights of specific groups of Canadians in the past.
- compare the rights and responsibilities of citizens.

Social Participation Objectives. The students should be able to:

- plan and organize how a citizens' group, by adhering to the rules of a democracy, may influence a government/school decision.
- role play both sides of a situation where groups of citizens have lost civil rights.
- participate in a debate on which rights should be guaranteed to Canadians.

TOPIC 5: COMPARISON OF THE CANADIAN POLITICAL SYSTEM TO OTHER SYSTEMS OF GOVERNMENT (OPTIONAL)

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- distinguish between the Canadian political system and the political systems of selected other countries with regard to: individual rights, political rights, political parties, secret ballot, equality before the law, etc.

Thinking and Research Skill Objectives. The students should be able to:

- research and describe instances of government restrictions or violation of human rights.

Attitude and Value Objectives. The students should be able to:

- share their views about the advantages and disadvantages of life under different political systems when compared to life under the Canadian political system.

Social Participation Objectives. The students should be able to:

- research, plan and develop a group project on various political systems which differ from Canada's.

UNIT IV OVERVIEW

Theme: Social and economic changes in Canada since 1850.

The purpose of this unit is to examine the impact of economic change and social change since 1850. It focuses on the way in which new technology and new industry are part of the larger process which affects the people of our farms and our cities. The unit also deals with the responses of the people to the new technology and its attendant changes--responses which differed according to the interest of the group.

Note: It is suggested that the following skills be emphasized in this unit: acquiring and evaluating information by interviewing; acquiring and evaluating information from pictures, charts, etc.; oral and written communication; learning to distinguish cause and effect relationships; and learning to formulate generalizations about changes in life over a period of time.

UNIT IV TOPICS AND FOCUSING QUESTIONS

Note: The Grade IX curriculum guide (Unit III Topic 4) identifies the following topic and focusing questions.

4. Technology and Society

- **What is technology? What is its primary purpose?**
- **How does technology change society? What are the implications?**

Therefore, students may have some familiarity with some of the aspects included in the following topics and focusing questions.

1. The Impact of Industrialization on Rural and Urban Canada

- What were the social and economic characteristics of the way of life of a pre-industrial (1850) rural society? (Examples of points to be considered: roles of family members and their occupations; use of time; educational opportunities; transportation and communication methods.)
- What impact have the changes in farm and household technology had on the economic way of life in rural Canada?...on the social organization? (Examples: use of time; standard of living; educational opportunities; transportation and communication links.)
- When, where and why was there a drift to the city from rural areas and why did newcomers from other countries stay in cities? What were the implications of this pattern? (Examples of points

to be considered: adaptation from rural to urban setting; development and impact of large factories on lives of people; emerging class distinctions; social and economic changes in lives of working and middle class family members.)

2. Response to Industrialization: Working Class Movements, Co-operatives, Professional Associations, and Employers' Associations

   - Why did trade unions develop? How have unions affected society in general? What impact did trade unions have on the life of the average worker?
   - What is the co-operative movement? How and why did it develop? What was its impact on Canadian society?
   - What are professional associations? When and why did they develop? What effect have they had on Canadian life?
   - What are employers' associations? When and why did they develop? What has been their effect upon the lives of workers?...upon Canadian society?

TOPIC 1: THE IMPACT OF INDUSTRIALIZATION ON RURAL AND URBAN CANADA

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- identify the social and economic characteristics of the way of life of the pre-industrial (1850) rural society.
- describe significant changes that have occurred in farm and farm household technology since pioneer days.
- outline the reasons for change from a rural society to an industrialized urban society.
- identify when, where and why there has been a movement of people to the cities, both from rural areas and from other countries.

Thinking and Research Skill Objectives. The students should be able to:

- compare the characteristics of a pre-industrial society with those of an industrial society.
- research and describe the impact of the changes in farm and household technology on the social and economic life of people in rural Canada. (Examples: changes in type of work, family roles, education, transportation and communication, leisure time.)
- describe how the development of large factories has affected the social and economic lives of family members.
- identify the class distinctions that emerged in urban areas during the period from 1850 to 1900.
- interview senior citizens on the changes in life since their youth.

Attitude and Value Objectives. The students should be able to:

- discuss and evaluate the pros and cons of the social and economic

changes in the way of life in rural Canada as a result of technological change.
- examine critically the implications of industrialization for different groups of people in an urban area.

Social Participation Objectives. The students should be able to:

- carry out a group activity which develops a greater awareness of the changes which have occurred in Canadian society as a result of changes in technology. (Examples: role playing, murals, oral presentations, etc.)
- develop a series of dramatized interviews illustrating the social and economic changes in the roles of family members from the early 1800's to the present.

TOPIC 2: RESPONSE TO INDUSTRIALIZATION

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- explain why and when trade unions and working class movements developed.
- provide reasons for the development of professional major associations and employers' groups.
- identify the ways in which the development of organized labour, professional associations and employers' groups have affected society.
- outline briefly the background and purpose of the co-operative movement in Canada.

Thinking and Research Skill Objectives. The students should be able to:

- research and compile information about the working conditions in the early stages of industrialization.
- compare and contrast the views of both sides concerning an industrial conflict such as the Winnipeg Strike or the Asbestos Strike.

Attitude and Value Objectives. The students should be able to:

- discuss the pros and cons of the development of groups such as unions, professional associations and employers' groups.
- debate the value of the technological changes in industrialization.

Social Participation Objectives. The students should be able to:

- plan and organize group activities which illustrate:

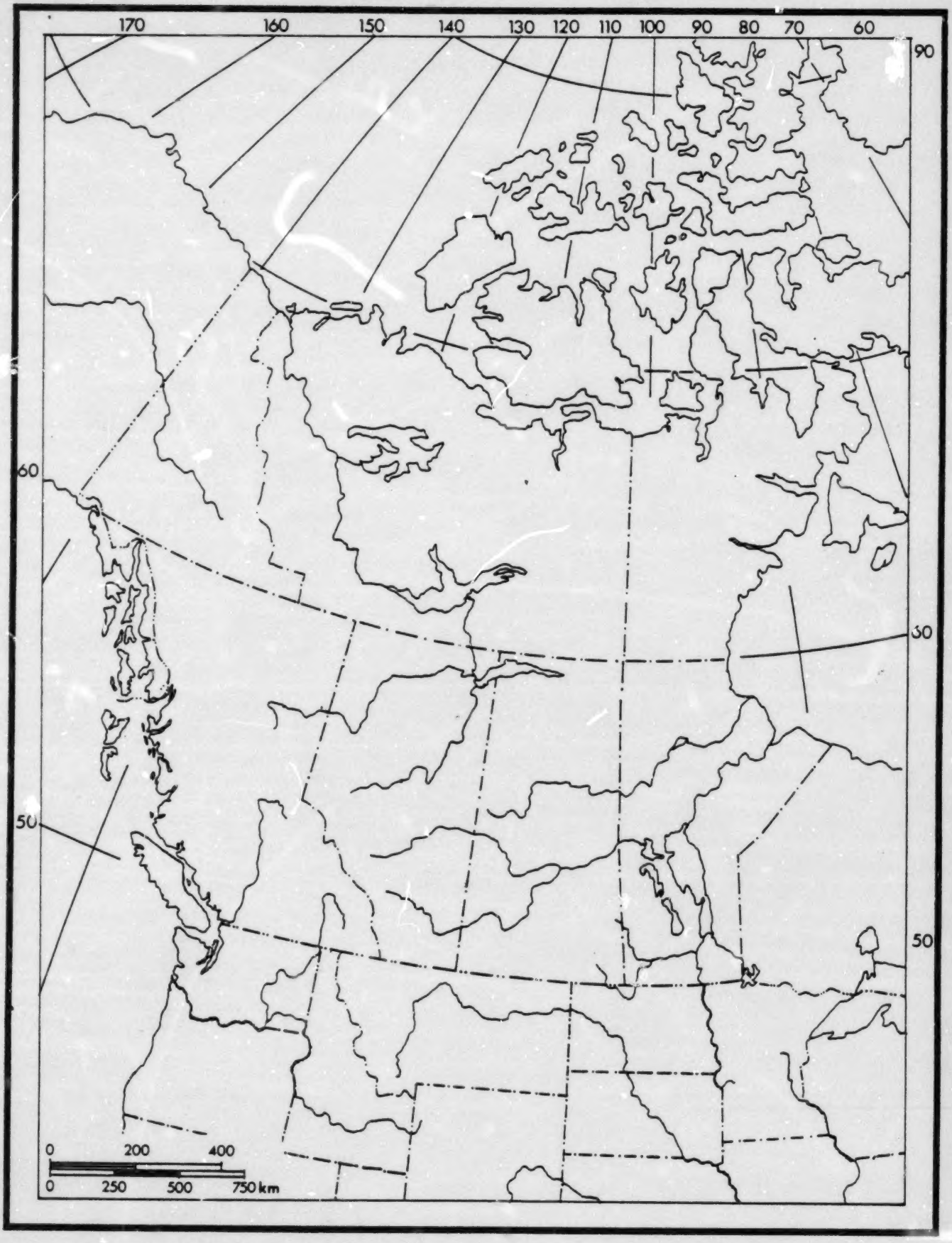
  - the struggles facing the co-operative movement and/or the labour union movement during the early stages, and con-

sequently, the strengths and weaknesses/successes and failures of these movements.
- the strengths and weaknesses/successes and failures of professional associations and/or employers' groups.

or

. plan and organize a project in material history/popular culture. (Format: slides, photographs, video-tape, drawing, etc.) e.g.,

- sports in general.
- a particular sport.
- music (any type).
- art.
- magazines.
- comic books.
- television or radio.
- fashions.
- aviation.
- cameras.
- buildings or architecture.
- food.
- automobile, motorcycle.
- snowmobiles.
- movies.
- family history.
- glassware, kitchenware, silverware.
- furniture.
- your own choice.



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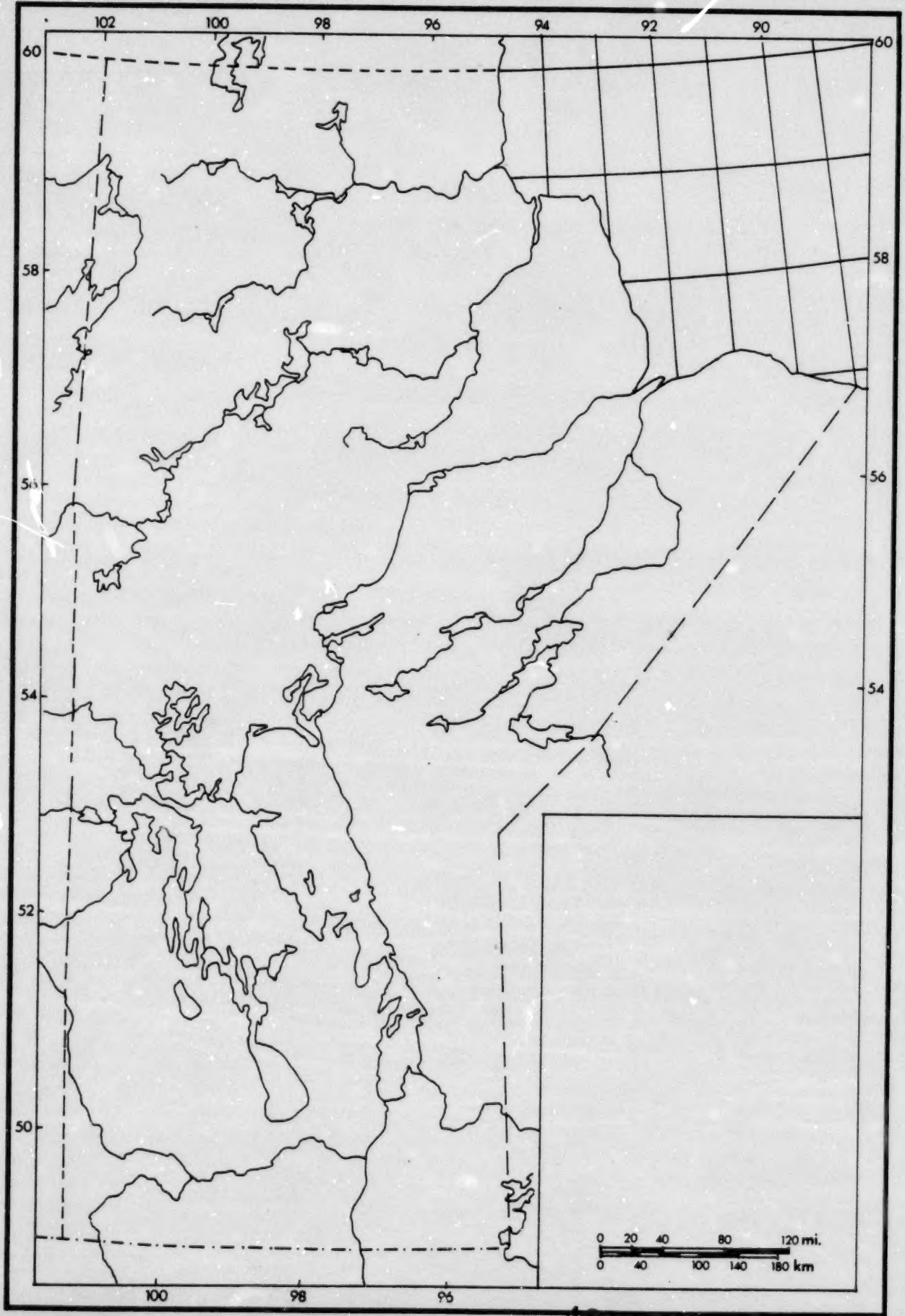
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UNIT V - WESTERN CANADA

UNIT V OVERVIEW

Theme: Western Canada and its regional history.

The intent in this unit is to examine the history of western Canada with an emphasis on Manitoba, and wherever appropriate, the local community, in the context of national and international events.

Note: It is suggested that the following skills be emphasized in this unit: locating information about a large geographic area over a long time period and organizing it into charts, maps, lists; evaluating information - distinguishing between fact and opinion in controversial issues; interpreting cartoons, charts and tables, and historical maps; understanding chronology - learning to use a few cluster date events to establish a time relationship among events; and learning to see cause/effect relationships and forming some generalizations.

UNIT V TOPICS AND FOCUSING QUESTIONS

1. The Power of the Fur Trade Companies

   - What was the influence of the fur trade companies, especially the Hudsons's Bay Co. and the North West Co., on the peoples of the area now known as the Prairie Provinces and British Columbia? Consider the impacts on Native and non-Native peoples.

2. The "Selling" of the West (1840-1896)

   - Why did Canada purchase Rupertsland? What were the implications for Canada at the time of the purchase?...later?
   - Why did Manitoba become a province in 1870 as opposed to earlier or later? (Examples: Canada/US interests; Metis concerns and resistance, government reaction.) How did Manitoba's entry into Confederation affect the rest of the west?
   - How did Manitoba and the rest of the west change in the first generation after Confederation? (Examples: investment of money and people; French/English relations; creation of NWMP; NW Rebellion;

3. "The Last Best West" (1896 to the Present)

   - How did the prosperity of the period 1896 to 1929 affect the people in Western Canada? (Example: the effect of rapid growth upon prairie cities and rural communities in the west.)

- How did the depression of the 1930's affect the people of the west? Why did it have such a lasting effect upon the attitudes on the prairies in particular? What modern programs developed as a result of the depression?...developed later?
- What strengths do the western provinces have in Canada today?...weaknesses?

4. Local Area History (Optional)

- What Native groups lived in the general area of your community before 1840? To what extent was the fur trade significant in the development of your local area?
- When and why did non-Native settlers arrive in your area? (Consider the following: where and why towns developed; ethnic composition of settlers; impact of railway.)
- How did the mass migration of the 1896 - 1929 period affect your area?...the depression of the 1930's?
- How has your community changed in the last forty years?

TOPIC 1: THE POWER OF THE FUR TRADE COMPANIES

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

. describe the influence of the Hudson's Bay Company and the North West Company on the areas now known as the Prairie Provinces and B.C.

Thinking and Research Skill Objectives. The students should be able to:

. research and summarize the powers of the Hudson's Bay Company and the North West Company on the Native and non-Native peoples of western Canada.

Attitude and Value Objectives. The students should be able to:

. discuss the pros and cons of the powerful role that fur trading companies (Hudson's Bay and North West) have played in the history of western Canada.

TOPIC 2: THE "SELLING" OF THE WEST (1840-1896)

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

. identify the pressure which led to the purchase of Rupertsland and provincial status for Manitoba.
. outline the terms negotiated by Manitoba for its entry into Confederation.

- distinguish between the intents of the federal government and of the Native peoples when they signed treaties and established reserves.
- indicate some of the major changes in Western Canada in the first generation after Confederation.

Thinking and Research Skill Objectives. The students should be able to:

- gather and record some of the views of the impact on Western Canada of Manitoba's entry into Confederation.
- summarize the reasons for Metis resistance to the annexation of the West by Canada.
- research and record the major reasons for the federal government's establishment of the NWMP and support of the CPR.

Attitude and Value Objectives. The students should be able to:

- examine critically the long-term effects of the federal government's handling of the Indian treaties and reserves.
- discuss the impact of the NWMP and the CPR on the history of Western Canada.

Social Participation Objectives. The students shuld be able to:

- organize and participate in a presentation of the choices facing the Metis people at the time of Manitoba's entry into Confederation.
- take part in a discussion of the pressures put on the federal government by the annexationist sentiments in the U.S.
- plan and carry out a group presentation of the problems facing the federal government in building a railway to the West Coast.

TOPIC 3: "THE LAST BEST WEST" (1896 to the Present)

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- recognize the factors which made 1896-1929 a period of prosperity.
- provide reasons for the lasting and powerful effect of the Depression upon people of Western Canada.
- identify recent economic and social changes that have affected the way people live.

Thinking and Research Skill Objectives. The students should be able to:

- research and interpret the impact of the period of prosperity on the society.

- summarize the causes of the Depression.
- research and outline the impact of recent economic and social changes on people.

Attitude and Value Objectives. The students should be able to:

- discuss the pros and cons of living in a period of prosperity...of depression.
- express views on such recent social and economic changes as family allowances, unemployment insurance, old-age pensions, social assistance, medicare, denticare, increased wealth and government "make work" projects.

Social Participation Objectives. The students should be able to:

- plan and carry out a group activity which demonstrates a greater awareness of one of the following:
  - the fashions of the 1920's.
  - the problems of the depression as they affected ordinary individuals.
  - the government legislation and programs which aid needy people.

TOPIC 4: LOCAL AREA HISTORY (OPTIONAL)

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- identify the Native groups living in the local area before 1840.
- recognize the significance of the fur trade in the development of the local area. (if applicable)
- identify when and describe why non-Native settlers arrived in the local area.
- outline how the mass migration (1896-1929) affected the local area. (if applicable)
- describe how the depression of the 1930's affected the local area. (if applicable)
- recognize how the local community has changed in the last forty years.

Thinking and Research Skill Objectives. The students should be able to:

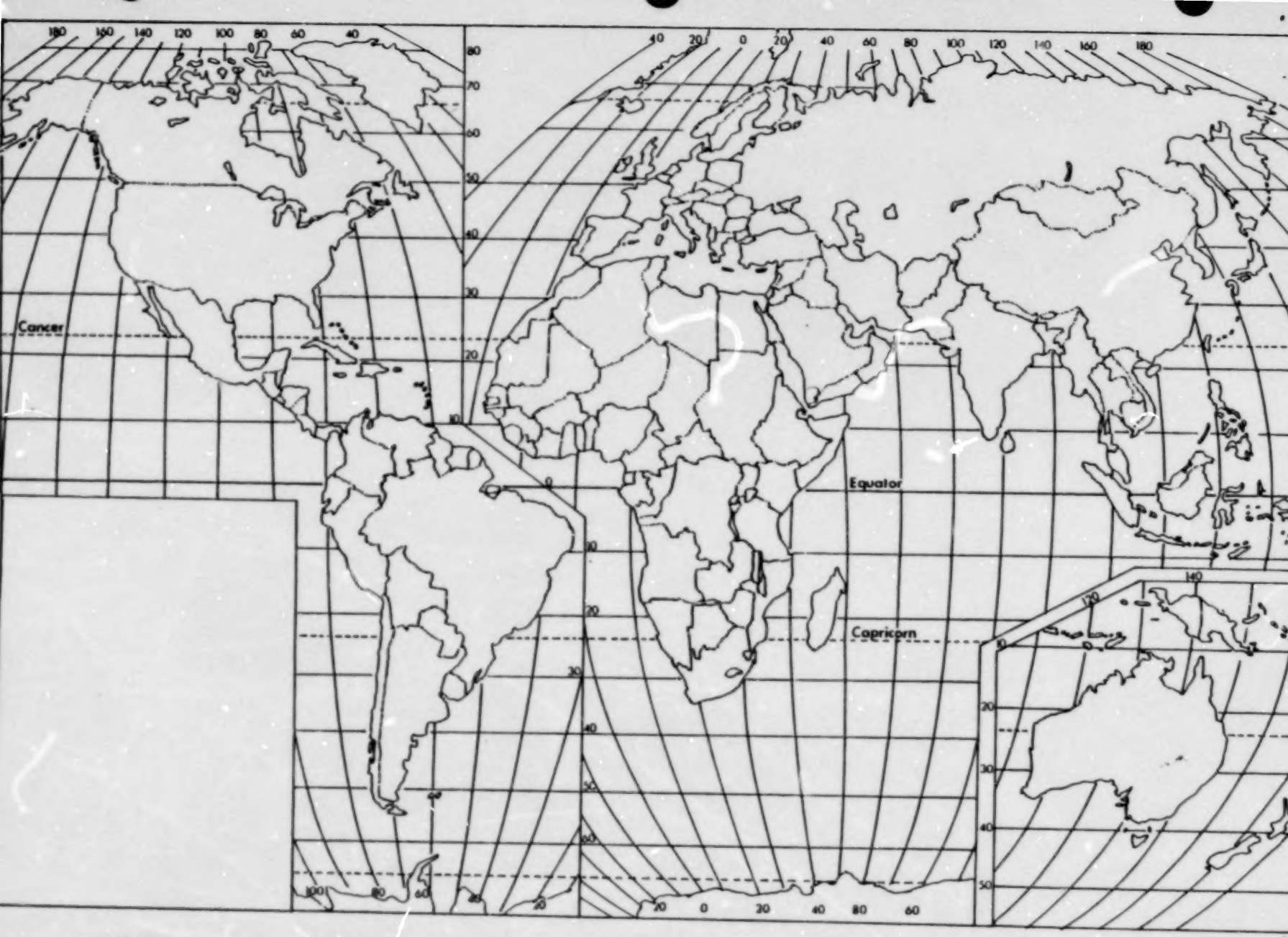
- gather a list of articles, books, and non-print materials which have recorded history of the local area.
- compare how the history of the local community parallels the history of prairie Canada.
- compile a list and gather some data of significant historical events, places, structures, and personalities within the local area.

Attitude and Value Objectives. The students should be able to:

- discuss and evaluate the changes experienced by the community in the last forty years.
- discuss the impact of the local community on the historical development of prairie Canada.
- discuss the future of the community in terms of such things as growth, educational opportunities, employment opportunities, and a place to live.

Social Participation Objectives. The students should be able to:

- plan and carry out a group activity such as:
  - a field trip to historical sites in the area.
  - interviews with citizens who have played a significant role in the historical development of the community.
  - preparing a student newspaper reviewing the history of the community.
  - researching and compiling data on the history of the community.
  - writing a history of the local community.



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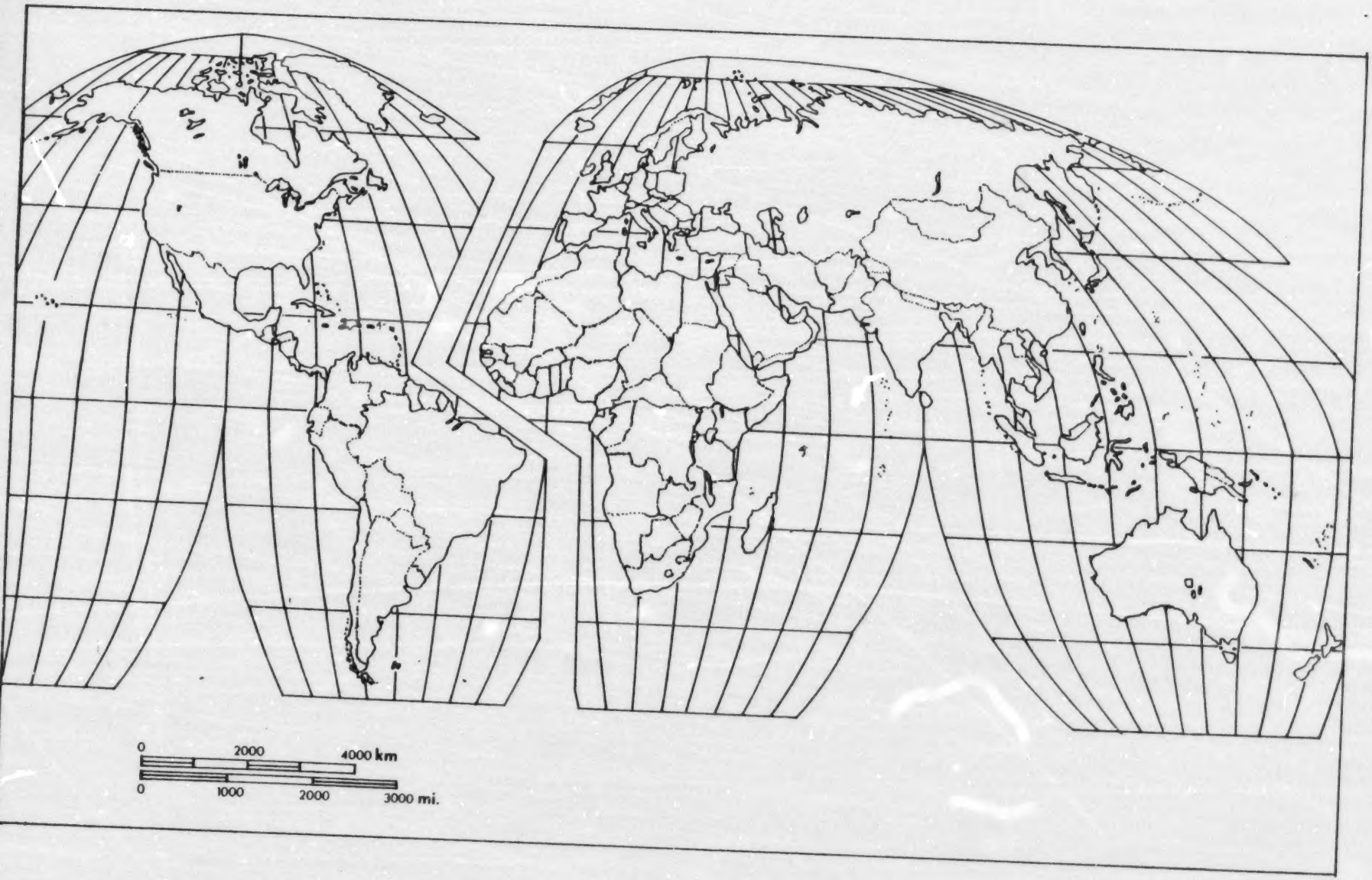

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UNIT VI - CANADA'S EXTERNAL RELATIONS

UNIT VI OVERVIEW

Theme: Canada's changing external relations, past to present.

The intent of this unit is to recognize Canada's evolution from dependence to autonomy within the British Empire. A further intent is to examine Canada's role within the Commonwealth, our relationship with the United States and Canada's role in the international community.

Note: It is suggested that the following skills be emphasized in this unit: locating information in special social studies reference books; recognizing differences in purpose and coverage of various magazines and newspapers; and debate and discussion skills.

UNIT VI TOPICS AND FOCUSING QUESTIONS

Note: The Grade IX program includes the following topics and focusing questions (Unit IV Topics 1 and 2)

1. Interdependence of Canada

- **How is Canada interdependent in terms of world trade? How does this affect society?**
- **What is the 370 km offshore zone? What are the implications for Canada?**
- **What is Canada's role and involvement with: The United Nations, NATO, NORAD, the Commonwealth?**
- **What role does Canada play in "keeping peace in the world"?**

2. Canada's Relationship to the Third World

- **What are the major challenges facing the people of the Third World? How is Canada helping to meet these challenges?**

Therefore, students may have some familiarity with aspects of the following topics.

1. Empires and Colonies

Note: This topic is to be treated as an introduction for topics 2 and 3.

- What was the mercantilist idea? How was it related to a colonial empire? How was North America affected? (Consider such questions as: what is a colony?...an empire? Why was there such competition to acquire colonies?

- When did Canada cease to have colonial status?
- What is the Commonwealth? What is Canada's position in it?

2. Canada and the United States

- What significant incidents created conflict between Canada and the United States during the 19th and 20th centuries (Examples: War of 1812; border conflicts; trade.)
- What economic and political ties developed between Canada and the United States in the 19th and 20th centuries? (Examples: trade agreements; defence agreements; joint projects.)
- How is Canada presently influenced culturally, economically, and politically by the United States?

3. Canada's Involvement in International Affairs

- Why and how is Canada involved in international affairs? (Consider the pros and cons of Canada's international involvement and note Canada's international alliances.)
- How do we see ourselves? How do other people and nations see us?

TOPIC 1: EMPIRES AND COLONIES

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

. define each of the following: colony, colonial empire, mercantilism, imperialism.
. describe how the ideas of mercantilism and imperialism were related to a colonial empire.
. recognize why there was such competition to acquire colonies.
. describe the economic relationship between Britain and its North American colonies 1760 - 1867.
. recognize that the Statute of Westminster largely ended Canada's colonial status.
. define the Commonwealth and explain Canada's role as a senior member.

Thinking and Research Skill Objectives. The students should be able to:

. map the colonies of North America in the early 1700's.
. consider the reasons for the conflict between the British and French empires in the mid 1700's.
. outline the significant political changes in the relationship between Canada and the British Empire which led to the passage of the Statute of Westminster, generally ending Canada's colonial status.
. research and describe the diversity of the Commonwealth.

Attitude and Value Objectives. The students should be able to:

- discuss the advantages and disadvantages of being a colony in a colonial empire.
- discuss the ways in which the ideas of imperialism still exist in the world today.
- express their views on Canada's participation in the Commonwealth.

TOPIC 2: CANADA AND THE UNITED STATES

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- identify significant incidents which created conflict between Canada and the United States during the 19th and 20th centuries.
- identify the economic, cultural and political ties which have been developed between Canada and the United States during the 19th and 20th centuries.
- recognize the ways in which Canada is presently influenced culturally, economically, and politically by the United States.

Thinking and Research Skill Objectives. The students should be able to:

- compile a list of some significant examples of conflict between Canada and the United States and explain how they were resolved.
- research and report on specific economic, political and cultural ties that have developed between Canada and the United States during the 19th and 20th centuries.
- gather data which illustrates the extent of American influence on the culture, economics and politics of Canada.

Attitude and Value Objectives. The students should be able to:

- develop an awareness of the ways in which Canada and the United States resolve conflict between themselves.
- discuss the advantages and disadvantages of the American influence on the culture, economics and politics of Canada.
- express views on the extent to which they think that Canada should allow American influence on culture, economics and politics within Canada and recognize the implications of this influence.

Social Participation Objectives. The students should be able to:

- plan and organize a group project which illustrates a current conflict between Canada and the United States.
- organize into pressure groups and prepare a brief to be presented to the federal government on an issue such as:

  - greater Canadian control over natural resources.
  - greater protection of Canadian culture.
  - greater limitation of foreign investment.
  - an environmental issue.

TOPIC 3: CANADA'S INVOLVEMENT IN INTERNATIONAL AFFAIRS

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- recognize why and how Canada is involved in international affairs.

Thinking and Research Skill Objective. The students should be able to:

- summarize Canada's role in international affairs.

Attitude and Value Objectives. The students should be able to:

- discuss the pros and cons of Canada's international involvement.
- discuss the degree to which Canada should be involved in international affairs.
- evaluate specific international projects/conflicts/peacekeeping efforts in which Canada has been involved.

Social Participation Objectives. The students should be able to:

- prepare a panel discussion of the pros and cons of Canada's involvement in world affairs, based on information obtained from the Canadian government, Opposition parties and the Canadian Institute of International Affairs.
- prepare a presentation arguing for more or less involvement and send that presentation to their M.P.

resources

A DETAILED RESOURCE LIST IS BEING PREPARED BY THE GRADE XI TASK GROUP SUB-COMMITTEE AND THE SOCIAL STUDIES CONSULTANTS OF THE DEPARTMENT OF EDUCATION. THIS LIST WILL BE FORWARDED TO EACH HIGH SCHOOL FOR SEPTEMBER 1984, TO BE INCLUDED AS PART OF THIS GUIDE.

THE RESOURCES WILL BE LISTED UNIT BY UNIT UNDER THREE HEADINGS:

A. BOOKS

B. BOOKLETS, PAMPHLETS, MAGAZINES, JOURNALS, SCRAPBOOKS

C. AUDIO-VISUAL RESOURCES: FILMS, VIDEO-TAPES, FILMSTRIPS, KITS, OTHER

appendix:
excerpt from the social studies k-12 interim guide

I. RATIONALE

A. Intent

In the most general terms, schooling has primarily two functions: to prepare youngsters for society; and to promote their individual development. Generally, the social preparation has taken precedence over individual development. Insofar as a modern society depends for its existence upon certain kinds of knowledge, skills, and values, it is the task of the school system to help in instilling them. Schooling should help youngsters to choose their place in a changing society while, at the same time, helping them to meet their individual needs. Within the school system, however, this specific responsibility falls on the Social Studies program. Hence, an overriding intent of the Social Studies program is to:

. *provide students with resources (i.e., knowledge, skills, values, processes, etc.) to develop ways of thinking, feeling, and acting which will enable them to participate more actively and effectively in a changing society, i.e., to become knowledgeable, purposeful, and responsible citizens. The objective is for students to better understand themselves, their cultural heritage, and the cultural heritage of others; to interact positively with the physical and social environments; to become aware of and analyze critically and constructively the values of society; to make rational decisions and to better understand the contemporary world and its concerns.*

The revised Social Studies program provides the sources from which the essential knowledge skills, attitudes, issues, etc., are developed to assist students in becoming knowledgeable, purposeful, and responsible citizens. The intent is shared with the school, the home, and the society, but the foundation is established by the Social Studies program.

B. Goals

Several broad Social Studies goals have been identified from the general overriding intent:

. *to develop in students knowledge, skills, understanding, and character traits that are essential for effective participation in and responsible contribution to citizenship of Canada and the world.*

- *Preserve and extend a democratic way of life in the context of the changing Canadian society.*
- *Provide the understanding that should help students to participate constructively in the economic, civic, and legal life in Canada and the world.*
- *Develop informed students who are able to function effectively within a rapidly changing society, i.e., to criticize it constructively and to work to improve it where necessary.*

. *to develop in students an appreciation of and positive attitudes towards the diverse cultures to be found in the local, national, and international social environments.*

- *Exhibit concern for the well-being and dignity of others.*
- *Develop an understanding of social relationships by recognizing the interdependence of all people.*
- *Develop positive ways of dealing with prejudice, discrimination, and stereotyping.*
- *Develop an understanding and empathy for social and cultural groups different from one's own.*

. *to develop within students a feeling of acceptance, and self-confidence; and a recognition of the dignity and worth of the individual.*

- *Encourage students to understand and accept the responsibility they have for shaping and directing their lives.*
- *Develop an appreciation of those things of permanence and value from the past.*
- *Encourage students to judge the importance of their role and purpose in groups and society.*
- *Develop tolerance for differing views.*

The previous statements are the goals that the Social Studies program should strive to achieve, but it may not be possible to attain all of them within the years that students are at school.

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sions. Examples of each of these activities follow:

- *Thinking critically: - formulating, detecting, perceiving, hypothesizing, inferring, analyzing, synthesizing, evaluating, generalizing, conceptualizing, judging;*
- *Gathering data: - identifying, listing, acquiring, listening, looking, writing, examining, observing, reading, viewing, searching, recording, interviewing, locating, questioning, brainstorming;*
- *Interpreting data: - comparing, contrasting, describing, explaining, analyzing, inferring, deducing, grouping, evaluating, mapping, distinguishing, recognizing, outlining, graphing, sequencing, categorizing, relating;*
- *Drawing conclusions: - examining, evaluating, judging, discussing, debating, generalizing, composing, criticizing, creating, forming ideas, summarizing, simulating, postulating, synthesizing, role-playing, classifying.*

Learning activities are of different types and serve different purposes. Some activities provide for active critical thinking; some for intake of information, i.e., gathering data; others for assimilating and organizing data, i.e., interpreting data; and still others for expressing and demonstrating what has been learned, i.e., drawing conclusions. Understanding that different kinds of learning activities serve different purposes, helps teachers design activities that may assist students to learn in a variety of ways.

Attitudes and values include the skills and dispositions which will help students understand and empathize with others different from themselves as well as help them understand their own attitudes, interests, feelings, sensitivities, and values. Students must be encouraged to examine the evidence for their positions (i.e., values, attitudes, etc.) and to defend them The following are examples:

- *to develop tolerant attitudes towards other individuals and groups while at the same time establishing some reasonable criteria for judging and discriminating among different opinions;*
- *to develop a positive attitude toward their own and others' feelings;*
- *to examine the variety of attitudes, feelings, values, etc., that are possible in given situations and to compare them to their own in similar situations;*
- *to develop an appreciation for such procedural values as respect for truth, freedom, toleration, fairness, and respect for reasoning.*

The intention of the Social Studies program is to present opportunities for students to identify, explain, and evaluate their own, as well as others', feelings, beliefs, and values. This process involves asking students to identify or recall the actions of an individual or group in a specific situation; explain why they think such behavior occurred; infer what attitudes are implied; and analyze their own behavior and attitudes. It also involves a process of establishing some reasonable criteria for judging different opinions.

The social participation skills concern themselves with the relationship and interaction of one student with another or with a group in or out of school. Examples of social participation skills are stated below:

- *helping and working with other students.*
- *participating and interacting positively in classroom discussions.*
- *participating and working effectively with others in groups and organizations to achieve mutual goals.*
- *participating actively in society, i.e., participating in volunteer work that helps the elderly, young children, ill, handicapped; participating in (or observing) efforts directed toward solving some community problems; criticizing society constructively and working to improve it where necessary; participating in a political campaign of a candidate of the student's own choice, etc.*

The intention is that students participate effectively in individual and group activities; listen to opinions of others; cooperate with students and individuals inside and outside of school; and participate actively in society.

Although the Social Studies program is designed to achieve these objectives, it may not be possible to attain all of them with each student because some must be regarded as lifelong goals of learning.

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C. Objectives

For our purposes, social studies may be defined as those areas of knowledge that deal with the interrelationship between people and their environments, both physical and social. Social studies consist not only of facts and generalizations, but also of methods of inquiry, skills, attitudes, and values. There are three major areas of knowledge within the social studies: knowledge of the individual; knowledge of the physical environment; and knowledge of the social environment. It is around these areas, which interact and interconnect, that social studies are organized. Where the teacher's goal is to disseminate this knowledge to the students, learning becomes largely a process of absorbing the thoughts of others. However, an approach to social studies teaching, borne out by research and the experiences of the classroom teacher, has identified means which differ from the text-centered, teacher-dominated approach. This approach focuses on:

- *emphasizing inquiry and discovery by students, rather than teacher presentation of conclusions to students;*
- *viewing the teacher's role as a resource person and an inquirer together with students, rather than a disseminator of information;*
- *developing multiple objectives (i.e., knowledge, thinking and research, and social participation) rather than pursuing one to the exclusion of others;*
- *concentrating on activities and actions of people rather than on places, objects, dates, names, etc.;*
- *emphasizing the cognitive and affective outcomes of student learning, as opposed to the covering of large amounts of detailed facts;*
- *emphasizing the use of a variety of source materials, i.e., films, pictures, paperback books, records, paintings, filmstrips, slides, rather than relying upon a single source;*
- *developing questions from history, geography, and the social sciences, as opposed to concentrating just upon history and geography.*

Such an approach suggests an emphasis which helps students to learn to identify, formulate, and discover for themselves, instead of simply absorbing facts and conclusions. It also suggests that students be provided with opportunities to conceptualize, generalize, infer, and engage in a process of inquiry and discovery. It encourages students to discuss and analyze both their own and others' ideas, attitudes, and feelings. In this way, social studies emphasizes learning rather than teaching; inquiring rather than receiving; active involvement rather than passive reception.

The Social Studies program outlines four general categories of objectives, which give direction to the teaching strategies and learning activities. These include:

- *Knowledge objectives: These identify the subject matter which students are expected to acquire, understand and use, usually divided into facts, concepts, and generalizations.*
- *Thinking and research skill objectives: These objectives are to assist students to develop divergent thinking skills and such research skills as gathering and interpreting data and drawing conclusions more effectively.*
- *Attitude and value objectives: These objectives are to assist students to develop attitudes, feelings, sensitivities, interests, and values, which enable them to become more effective and responsible citizens.*
- *Social participation objectives: These objectives are designed to help develop informed people who will participate effectively with others to achieve mutual goals, participate actively in society (i.e., to criticize it constructively and to work to improve it where necessary) and participate in group discussion and group decision-making.*

The development of objectives in the area of knowledge involves more than just the acquisition of specific factual information. Facts become useful when they are placed into some type of organized relationship and are used to acquire and formulate such relationships. More durable knowledge, such as concepts and ideas or generalizations, should be emphasized and developed.

The thinking and research skills make it possible for students to be actively involved in thinking critically, in gathering and interpreting social studies data, and in drawing conclu-

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D. Learning and Development

If successful learning is to occur, the content and the strategies must be appropriate to the developmental level of the students being taught. There is increasing evidence that children's intellectual development is a process which begins with what might loosely be called pre-logical thought, through concrete, to abstract thought. In Piaget's terms, the process is from the preoperational, through the concrete operational, to the formal operational stage. In Bruner's terms, the stages are inactive, ikonic, and symbolic. Several other researchers have identified similar stages. The content of the program, then, should be selected, organized, and presented in a manner consistent with the developmental level of students. The task of teaching a subject to a child at any particular age is one of presenting that subject in terms of the child's way of viewing things. Children can be helped to develop gradually within these stages if stimulating activities suited to their abilities are available for them. The following identifies and briefly describes the stages.

- *Pre-Operational Thinking (approximate ages 2-6): The child is egocentric and cannot readily see points of view of others. This stage marks the beginning of language use. The child has to do things in order to find out what happens and usually cannot think out likely consequences unless it has been done before. The tendency is to see one variable at a time and to ignore others.*

- *Concrete Operational Thinking (approximate ages 7-12): Early in the stage the child begins to think out what might happen as a result of an action. The child may notice more than one variable but the ability to see the effect of changing and combining variables is limited. The child begins to form logical conclusions based on concrete evidence, develops classification skills by grouping perceptually, and explains things in terms of concrete evidence. During the later years there is a greater ability to manipulate things mentally, to plan ahead, and to approach problems systematically. The child can develop and use concrete models. There is an increasing need for and use of measurement and recording, and the child can measure time intervals but has little understanding of continuity of time. Thinking is limited to thoughts about concrete things of reality to the child, but there is an incomplete ability to deal with variables except in simple cases, and the child has difficulty using reversible logic.*

- *Formal Operational Thinking (approximate ages 13-15): There is a growing ability to see relationships and to generalize. Most students are able to make use of abstract concepts in explaining cause and effect and are able to think in terms of the hypothetical as well as the actual. There is an ability to recognize relevant variables in a situation and to control them when testing out the effect of changes.*

A child may demonstrate all of the stages on different occasions with different materials or ideas. Research also indicates that student "hands on" activities, peer interaction, questioning, and discussion are important stimulants to the thinking process. An obligation that teachers have is to open students' minds and engage their active curiosity. It is suggested that teaching strategies be based on the following principles:

- *students should see the meaning and significance of what they are doing;*
- *all new learning should be based upon what has been learned before;*
- *contact should be established with concrete reality and/or experience;*
- *there should be frequent interchange of thought and ideas with others;*
- *questions, problems, and dilemmas should be as open-ended as possible;*
- *students should become actively involved in their learning, rather than being asked to become passive recipients of instruction; and*
- *students should be presented with problems which call for thought and for which ready-made solutions do not exist.*

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II. SELECTING CONTENT

Selecting content for social studies is a difficult task, especially with the continuing increase of knowledge. There is always a danger that the Social Studies program may become overloaded with a mass of unrelated facts. As stated previously, social studies may be defined as those areas of knowledge that deal with the interrelationship between people and their environments, both physical and social. The three major areas of content identified within the social studies are:

- *knowledge of the individual;*
- *knowledge of the physical environment; and*
- *knowledge of the social environment.*

It is from these three areas, which interact and interconnect, that the Social Studies program is developed.

For well-known historical reasons the social studies have been regarded as synonymous with history and geography. During recent years, the other social sciences have had an increasing impact upon both history and geography, which have been given new perspectives. Indeed both history and geography now draw significantly from the other social sciences. If students are to acquire the needed skills and knowledge for effective living in a complex,changing society, it is necessary to recognize this broader view of history and geography. Knowledge from any one discipline is too limited to enable an individual to understand the complexity of human behavior and human relationships. The selection of content has been guided by the criteria suggested by Hilda Taba:

- *Appropriateness: Is the program appropriate to the developmental level of students?*
- *Significance: Does the program explain the important features of the world today?*
- *Durability: Does the program address issues of lasting importance?*
- *Balance: Does the program permit development in both scope and depth?*
- *Validity: Does the program adequately represent ideas from the appropriate disciplines?*

There is little disagreement that a major thrust of social studies should be to inform students about their own society. However, for psychological and pedagogical reasons, at different grade levels of the Social Studies program, emphasis will be placed on local, provincial, regional, national, or global concerns. For example, in the primary grades the emphasis is given to the child's immediate neighbourhood, while in the intermediate grades, regional and national concerns are emphasized. Local and regional studies must be seen as leading to, at the completion of the program, an understanding of Canada. For example, the study of government should begin at the local level and lead to the study of government at the provincial and federal levels. By the end of their high school program, students should have an understanding of Canada's basic features. These are that Canada:

- *is a country in which national unity cannot be taken for granted. It is officially bilingual, geographically and culturally diverse,and subject to often severe centrifugal forces. Many of its various cultural groups are experiencing a new sense of identity.*
- *is characterized by strong feelings of regionalism - a result of history, geography, and economic relationships.*
- *is exposed to strong external influences, especially from the United States.*
- *is an industrialized, technological, and urbanized society, although to varying degrees in different regions, but has maintained, at the same time, a strong agricultural base.*
- *has a political system described as a parliamentary democracy within the framework of a constitutional monarchy. It is federally organized, with consequent federal-provincial tensions.*
- *is undergoing a trend towards larger and larger institutions - both governmental and non-governmental - against which individuals often feel that they have little or no power.*

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- *is experiencing a serious ecological dilemma, exemplified by industrial pollution in some parts of the country and, generally, by conflicting demands for energy and the preservation of natural environments and the rights of particular groups.*
- *has a mixed economy with inequities in the distribution of wealth and power. This produces considerable debate and disagreement as to the role of the state vis-a-vis the role of private business.*
- *is a society in which traditional norms, values, and roles are under increasing challenge.*
- *is an economically developed, middle power with various international aims and responsibilities.*

These statements essentially describe the reality of Canada. They should be thought of as problematic, and students should be taught to examine the issues involved. Because education should have some effect on attitudes, values, and dispositions, the features described in the preceding statements should be organized in such a way that students can at least frame defensible viewpoints on the various issues which are raised and also be aware of possible courses of citizen action.

Students should also learn about the world of which Canada is a part. Several basic features of the world have also been identified from which organizing questions for social studies are drawn. It is not being suggested that all of the features be taught to young children. In the early grades, for example, the emphasis is on the variety of "ways of life" that exist in the world, while in the later intermediate grades, greater emphasis is given to the interconnectedness and interdependence of the world. However, the intent is that, by the end of the program, the following points will have been developed:

- *the increasing disparity between the developed and the developing world, especially in view of the urgency of the ecological question and the growing pressure on resources, coupled with the phenomenon of rising expectations and the "population explosion."*
- *the interconnectedness and interdependence of the world; due to factors such as resources, trade, and alliances.*
- *the impact of science and technology.*
- *the rapidity and pervasiveness of change.*
- *the lack of basic human rights in many parts of the world.*
- *the importance of ideological issues in the modern world.*
- *the growing trend toward international organizations, e.g., European Economic Market; Organization of African Unity; NATO; Warsaw Pact; multi-national corporations.*
- *the threat of war, especially in view of the existence of nuclear weapons, great power perceptions, and international alliance systems.*

As with the Canadian features, students should be taught to examine the issues involved.

In addition, the Social Studies program is intended to lead students to think seriously about the way in which people live. To this end, it includes topics which encourage students to compare a wide variety of "ways of life" both past and present, so that they might examine contemporary life against a wide range of alternative possibilities. The notion of the "ways of life" or "the life of people" includes the following:

- *how people meet their survival needs, e.g., for food, shelter, clothing, health, and security.*
- *how people interact with their physical environment, e.g., how they are affected by climate, by resources (or lack of same), by landforms; at the same time, how people affect these geographic elements and/or cope with them.*
- *how people interact with others, e.g., through the family or kinship group, through social organizations.*
- *how people run their affairs, e.g., how they govern themselves, both at a very local level (a tribe or a village) and at a larger-scale level (e.g., country).*
- *how people go beyond their survival needs to secure a degree of comfort and ease.*
- *how people satisfy their non-material needs, e.g., their entertainment and recreation, their music, art, and literature.*

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- *how people explain and interpret the world, their sense of right and wrong, of acceptable and unacceptable behavior, e.g., people's values and beliefs.*

A number of interdisciplinary content-organizers have been identified for the teacher. They are not meant to be exhaustive but have been identified to provide direction to and guidance for organizing content. The content-organizers are to be treated as developmental in nature and should be looked upon as threads which reappear throughout the K-12 program in a spiral fashion, moving toward greater development, i.e., they cannot be fully developed at one grade level and are therefore reintroduced in more and more complex forms at various grade levels over a long period of time.

The content-organizers are to be treated in the context of the relationship that exists between an individual (self) and the physical and/or social environment. The ever broadening understanding of self; first as a member of a family; then community; then society; then country; and finally of the world, must also be developed as the individual's physical and social environment expands from a very local to a much broader perspective.

The following identifies and explains each of the content-organizers:

- *location: identifies place (where) and space (size). A related concept includes distribution (population, climate, resources, etc.);*
- *causality: identifies the relationship between a cause and its effect over a period of time. Related concepts include outcome; sequence; relationship; conclusion; result;*
- *interdependence: identifies the dependence of one thing on another. Ecology, for example, is the study of this type of relationship (interdependence) of one living organism to another. Individuals, groups, or countries, for example, cannot exist in isolation but are dependent on each other; the relationship between climate and vegetation is another example;*
- *power: identifies the authority/control of one over another, e.g., an individual over another individual; institution over individuals; a country over another country. Related concepts include wealth, ownership of property, social stratification, knowledge, religion, military strength;*
- *time: identifies the measured or measurable period during which an action, process, or condition exists or continues. Described by eras, periods, years, dates, etc. A common concept of history -- a reference point. Answers the question of when;*
- *change: identifies the verifiable, quantitative, and qualitative differences that occur over time. Described by adaptation, evaluation, growth, progress, revolution, transition, etc.;*
- *resources: identifies those things found in/within the environment which are considered useful in relationship to human economic activities. Related concepts include conservation, ecology, consumption, economy, energy, GNP, production, distribution, environment, profit, supply and demand;*
- *group: identifies a number of individuals assembled together for a common purpose or having some unifying relationship, e.g., families, clans, people of the same geneology/ethnic group, students, political party;*
- *decision-making: identifies the act of examining alternatives (as individual(s), groups) for the purpose of making choices. A concept commonly studied with reference to the political process -- Who makes the decisions? How? Why?*
- *technology: identifies the process or application in which products of the natural world are either used, adapted, or manufactured, both to organize work and to make tasks easier or more efficient. New technological innovations often imply changes affecting the way people live, e.g., communication, industry, transportation;*
- *culture: identifies the way people live and work to satisfy their basic needs. This includes adaptation, attitudes, beliefs, customs, habits, language, norms, race, religion, traditions, values, etc. Related concepts include assimilation, segregation, integration;*
- *identity: identifies the perception people have of themselves in terms of their beliefs, attitudes, and traditions. Identity influences the social and political behavior of individuals, groups, and nations. Important related concepts are individualism, family, peer group, community, regionalism, nationalism, internationalism, etc.;*

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- *interaction: identifies the reciprocal action or influence between/among individuals/groups as well as the action occurring between individuals/groups and their physical and social environments. The interaction can be carried out in the spirit of cooperation or conflict; harmony or domination; cooperation or exploitation; etc.;*
- *diversity: identifies the condition of being different. Used when comparisons are made between quite different: groups of people; political systems; ways of life; communities; regions; countries; etc.;*
- *needs: identifies those things required for the health and well-being of an individual. Includes survival, food, clothing, shelter, social organization, communication, recreation, security, beliefs, affection, spirituality, etc.*

Having an understanding of the interrelated content-organizers, identified from the various social science disciplines, allows one to examine an issue that spans several disciplines, or is interdisciplinary in scope.

III. EVALUATION

In general, teachers and students are aware that evaluation reveals strengths and weaknesses of INSTRUCTION as well as of LEARNING. The functions of evaluation must go beyond just the single 'popular' purpose of grading. Evaluation should include the function of:

- *informing learners of the degree to which they have attained the goals.*
- *diagnosing areas of strengths and weaknesses to provide special study and remedial instruction.*
- *providing feedback into the instructional system so that corrective action can be taken.*
- *providing operational targets for the learner.*
- *promoting educational quality.*
- *giving guidance to help students make decisions about their future.*
- *informing parents, institutions, etc., of the students' competence.*

Evaluation implies reference to statements of objectives and must be consistent with the philosophy and rationale outlined in the Social Studies program. It is obvious that these objectives must be matched with the individual abilities of students. Benjamin Bloom, for example, separates the task into three classifications: diagnostic; formative; and, summative evaluation.

Diagnostic Evaluation

This task begins before instruction occurs. It is designed to assess the students' skills and needs, and facilitate the identification of appropriate learning objectives and the planning of the instructional program.

- *What are the students' interests and immediate needs?*
- *What knowledge, thinking and research, attitude and value skill level is evident?*
- *What strengths are evident that can be used to proceed?*

Formative Evaluation

This task occurs during instruction. Future learning experience can be adjusted based on what was not mastered during instruction. It is a continuous and ongoing activity in the classroom. Formative evaluation, as an ongoing process, is a valuable and principal method of assessing not only the students, but also the effectiveness of the program's strategies and materials.

- *Are students mastering the assigned task?*
- *What parts of the task are not being mastered?*
- *Can students help explain difficulties?*
- *Can students help choose new tasks?*

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Summative Evaluation

This task occurs at the end of instruction. It assesses the students' progress over a longer period of time, or over a larger block of work. It is also a way of assessing whether the objectives have been met. Usually a grade is assigned or the task assesses the overall success in meeting the instructional objectives.

- *How well have the students achieved the knowledge objectives?*
- *What evidence is there that certain thinking and research skill objectives have been achieved?*
- *How well have the students demonstrated the attitude and value objectives?*
- *To what degree have the students demonstrated the social participation objectives?*

If both students and teacher are clear on intent and expected outcomes of a given task, the job of evaluation will enhance the students' involvement, commitment, and personal discovery. Not only is the instructional process easier to assss, but the learning process is also enhanced because students can interact with the teacher at stages along the way. Feedback is then immediate, and appropriate corrective procedures can be assigned. An important point of evaluation is that it is students' progress that is to be evaluated, not their flaws. One of the richest sources of collecting information on students' progress is the teacher's observation of day-to-day responses and interactions of students as they participate in classroom activities.

Teacher-made achievement tests should invite the student to go beyond the lowest level of knowledge. Although the categories below are often described as being at different levels, one should not infer that one is better or of greater worth than some other. What is important is that there be a balanced emphasis on these processes and that students be given the opportunity to learn to develop them as early as possible. Bloom, for example, suggests the following hierarchy of levels:

- *knowledge - items at this level require the student to recall specific facts, names, places, trends, and learned concepts, generalizations, or theories. The student is expected to produce from memory some previously learned knowledge. Some key words that usually indicate a knowledge level question are: describe; define; list; name; recall; show; identify; match; recognize. Examples:*

  i. *List the major cities of the prairie region.*

  ii. *Which listed scientist is most likely to study what artifacts found below the surface of the ground reveal? Mark the correct letter in the space provided. (a) an historian; (b) a geologist; (c) an anthropologist; (d) an archaeologist.* _____

- *comprehension - items at this level ask the student to recognize the main idea of a communication, translate a graph or picture into words or vice versa, put into their own words what they have heard or read, and finally to speculate on the consequences of communication. Some key words that usually indicate a comprehension level question are: compare; contrast; explain; estimate; give an example of; hypothesize; illustrate; infer; interpret; predict; relate; rephrase. Examples:*

  i. *Compare a Native tribe from the prairie provinces with one from the west coast.*

  ii. *Explain the following term in one or two sentences: constitution.*

- *application - items prepared at this level require that students apply a concept, generalization, principle, or idea to a new situation. Students are given a new problem which, if solved, reveals their ability to apply the appropriate concept, idea, etc. Application requires the student to transfer learning to a new situation with little or no direction. Some key words that usually indicate an application level question are: apply; construct; develop; demonstrate; solve; draw; role-play. Examples:*

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i. Using modelling clay, develop a plan for and build a model of a feudal manor.

ii. Write a play (or role-play a scene) that illustrates some aspect of the settlement at Red River.

. analysis - items at this level involve the students in an activity which takes apart an idea, principle, or theory by dividing it into small parts with a conscious knowledge of their relationship to one another. This involves the ability to: identify or classify the elements of an idea or statement; make explicit the relationships among these elements; and, recognize the organizational principle or structure that holds a broad idea or statement together. Some key words that usually indicate analysis level questions are: analyze; categorize; classify; contrast; compare; discriminate; distinguish. Examples:

i. Analyze the idea of interdependence by illustrating from the situation in your home or community.

ii. After studying this tourist guide, distinguish between those things which are fact and those which are propaganda.

. synthesis - items at this level ask the students to create something entirely new from a series of unrelated events, parts, or conditions. Because the student will have to assemble something from an assortment of parts, time restrictions will have to be flexible. This takes the form of a plan, a proposal, or some product such as a story. Synthesis differs from application in that the form of the final product is not specified, nor are the ways in which the elements may be combined. It is this feature that makes the synthesis a unique and creative activity. The synthesis question is intended to be broad and open-ended. It does not imply any right answer, but instead assumes a variety of possible solutions, any or all of which could be acceptable. Some key words that usually indicate a synthesis level question are: create; develop; formulate a solution; make up; propose a plan; put together. Examples:

i. What solutions might be proposed for the problems of air pollution resulting from burning fossil fuels such as coal?

ii. From your study this year, develop how technology has increased our dependence upon private transportation.

. evaluation - items at this level require the student to make judgements based upon some standard of appraisal. The criteria used may have been prepared by the student or by someone else. More specifically, judgements are made by the student involving the logical accuracy and consistency of a communication. Equally, judgements that the students make at this level must take into account the communication's relationship or comparison to other theories, generalizations, and facts - in short, how does it "stack up" against the highest known standards in its field? It requires that students indicate the criteria on which they have made their judgement and supply appropriate data to justify their position. If several alternatives are given, a student must select one, using some appropriate criteria. Some key words that could indicate an evaluation level question are: evaluate; select; judge; decide; choose; which do you consider. Examples:

i. Here is a painting done by William Armstrong who lived at the time of Manitoba's entry into Confederation. It is a painting of Fort Garry on the Assiniboine River. Do you think it is an accurate representation of the Fort. Circle one answer.

No Partly Yes

Give three reasons for your answer. Each reason must cite evidence to support your claim. The evidence must include at least two descriptive passages and at least two visual samples for comparison purposes.

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ii. *For what reasons would you favor/not favor . . .? (e.g., an influx of new immigrants to Canada; greater restriction of foreign television programs shown in Canada)*

As well as designing tests for the knowledge objectives, which ask students to recall, comprehend, apply, analyze, synthesize, and evaluate, tests should also be designed to include the other three categories of objectives which have been identified in the Social Studies program (i.e., thinking and research, attitude and value, and social participation). Testing in the area of thinking and research skill objectives would ask students to construct, draw, interpret, measure, prepare, collect, locate, etc. In these areas the degree of accuracy between what is prescribed and what the student achieves may be used for grading, providing clear criteria are spelled out to students. Examples:

i. *Prepare a newspaper report of a gold rush in the 1850's.*
ii. *Collect data about selected aspects of community life through direct observation and other forms of research.*

Testing in the area of attitudes and values would ask students for judgements and opinions about their choices and would ask them to provide supportive arguments. Students should be given credit for the analysis rather than for the decision itself. Examples:

i. *Discuss what you view to be some positive and negative aspects of the technological effects you have studied.*
ii. *Provide reasons for viewing particular features of your community as adding to or detracting from the quality of life in the community.*

In the area of social participation, students should receive credit for effective participation, for communication, for cooperation, for leadership, for responsibility, etc., as well as making written responses to the basic objectives of the course. Examples:

i. *Plan an action aimed at some local problem arising from the impact of humans on their ecosystem.*
ii. *Arrange an interview or visit with Band Office personnel (or write a letter) to discuss a topic such as the organization of a Native reserve today or land claims of Native groups and share it with the class.*
iii. *As a group, plan together and carry out an activity to assist a newly arrived immigrant in your school or community.*

IV. TIME ALLOTMENT WITHIN THE PROGRAM

The Social Studies curriculum has been formalized for 70% (28 weeks) of the allotted time in any given year. The remaining time, 30% (12 weeks), is available for investigating concerns or issues deemed relevant by teachers and/or students. The following are suggested guidelines for organizing the 30% allotment:

- *Extending the study of the formalized social studies topics and issues.*
- *Investigating relevant social studies topics selected by teachers in cooperation with students. Topics can be either local, national, or global in scope.*

The topics should be developed in the context of the outlined rationale,and students should assume greater responsibility for selecting issues as they progress through the grades.

V. SCOPE AND SEQUENCE

Basically, the early grades focus on the needs and interdependence of individual students, their families, and their communities. The program then compares the life within the students' own community with that of another Manitoba community, a Canadian community, and finally several world communities.

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The focus then shifts to the way people live in Canada today and subsequently to the way in which people lived in Canada during the past. At the grade seven level, the program focuses on the world today—a geographic orientation—following in grade eight by an examination of the way people lived through the ages—an historical orientation. The grade nine program—Canadian studies—focuses on the society in which the student lives. It serves both as a conclusion to the K-9 program as well as an introduction to the grade ten and eleven programs The required grade ten course is North America—a geographic perspective with an emphasis on Canada. The required grade eleven course is Canada—a social and political history perspective. Both include a world issues orientation from the Canadian viewpoint. In addition, a new optional course in grade twelve (World Issues 300/301) issues is being developed.

The general content within each level (00, 01) will be similar but the scope (depth) and approach will differ.

The social studies optional courses in grades 10 and 11 will continue to be available, but will be reviewed after the regular K-12 program has been completed. (e.g. American History 100 and 101; Physical Geography 200 and 201)

The intent is to have three optional courses available in grade XII, namely World Issues 300/301; Western Civilization 300 (similar to present course); Human and Economic Geography Geography 300/301. Many of the objectives presently in the Comparitive Systems 300 course and in the Modern World Problems 301 course are being incorporated into the World Issues 300/301 course. The intent is that students taking the World Issues course will also be able to take and receive credit in History of Western Civilization, Human Geography and Economic Geography, but not in the present Comparative Systems or Modern World Problems courses.

Individual final grade guides for Kindergarten to Grade Six are available. The final grade guides for Grades Seven to Nine will be available in the fall of 1984 interim grade guides for Ten and Eleven in 1984. The Grade XII World Issues Pilot guide will be available in the fall of 1984.

The following titles outline the sequence of the K-12 Social Studies program.

GRADE	
K	Exploring My World
1	Human Needs and Human Interdependence
2	Changes
3	Communities Today
4	Communities Around the World
5	Life in Canada Today
6	Life in Canada's Past
7	Spaceship Earth
8	People Through the Ages
9	Canada Today - Canadian Studies
10	North America: A Geographic Perspective
11	Canada: Social and Political History
12	World Issues

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A CHECKLIST OF THINKING AND RESEARCH SKILL OBJECTIVES

The following skills are provided as a checklist and guide to assist teachers. For convenience, they have been divided into two categories: (i) Early Years K-4; and (ii) Middle Years and Senior Years 5-12. It is suggested that the skills be introduced and developed in the level indicated. It is to be understood that even though a skill may be introduced at a particular grade, its development occurs over several grades and will therefore require further teaching in successive grades. The skills have been listed under the following headings:

I. Locating, Organizing and Evaluating Information
II. Acquiring Information Through Reading, Listening, and Observing
III. Communicating Orally and in Writing
IV. Interpreting Pictures, Charts, Graphs, Tables, Maps, and Globes
V. Understanding Time and Chronology

The list of skills which appears under the Early Years K-4 column is to be reviewed/maintained throughout the Middle Years and Senior Years 5-12.

I. LOCATING, ORGANIZING AND EVALUATING INFORMATION

Early Years K-4: Introduce and develop the following skills.	Middle Years and Senior Years 5-12: Maintain the K-4 skills; introduce and develop the following skills.
A. Locating Information	A. Locating Information
. Work with Books: - use of title; - table of contents; - index; - title page; - glossary; - distinguish between storybooks and factual books; - locate information in an encyclopedia; - use of dictionary.	. Find Information in Encyclopedias and Other Reference Books: - locate information in an encyclopedia by using the index and cross references; - use reference works such as, Canada Year Book, World Almanac, Atlases, Statesman's Year Book, etc.
. Read Newspapers, Magazines and Pamphlets with Discrimination: - recognize above as sources of information about many topics; - select important news items	. Read Newspapers, Magazines and Pamphlets with Discrimination: - select from these sources material that is pertinent to class activities; - learn the organization of a newspaper and how to use the index; - learn about the sections of the newspaper; - recognize the differences in purpose and coverage of different magazines, newspapers, and pamphlets.

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Early Years K-4: Introduce and develop the following skills.

. Find Material in a Library:

- by using a card catalogue;
- book listed by subject, author, title;
- cards arranged alphabetically;
- cards have call numbers in upper left hand corner to indicate location on the shelf.

. Gather Facts from Field Trips and Interviews:

- identify the purpose of the field trip or interview;
- plan procedures, rules of behavior, questions to be asked, things to look for;
- take increasingly greater initiative in the actual conduct of the field trip or interview;
- evaluate the planning and execution of the field trip or interview;
- find acceptable ways to open and close an interview;
- express appreciation for courtesies extended during the field trip or interview;
- record, summarize, and evaluate information gained.

B. Organizing Information

. Compose a title for a story, picture, graph, map or chart.
. Select answers to questions from material heard, viewed or read.
. Classify pictures, facts and events under main headings or in categories.
. Arrange events, facts and ideas in sequence.
. Make an outline of topics to be investigated and seek material about each major point, using more than one source.
. Select the main idea and supporting facts.
. Make simple outlines of material read, using correct outline form.
. Write a summary of main points encountered in material.
. Make a simple table of contents.

Middle Years and Senior Years 5-12: Maintain the K-4 skills; introduce and develop the following skills.

. Find Material in a Library:

- some author cards give more information than the title or subject card;
- information such as publisher, date of publication, number of pages and of illustrations, and usually some annotations are provided;
- the Dewey Decimal System is a key to finding books;
- use the Canadian Periodical Index and other indexes.

B. Organizing Information

. Take notes, making a record of the source by author, title, page.
. Construct outlines to organize reports in logical sequence.
. Make a bibliography.

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Early Years K-4: Introduce and develop the following skills.

C. Evaluating Information

- Distinguish between fact and fiction.
- Draw inferences and make generalizations from evidence.
- Reach tentative conclusions.
- Compare information about a topic drawn from two or more sources to recognize agreement or contradiction.
- Consider which source of information is more acceptable, and why.

Middle Years and Senior Years 5-12: Maintain the K-4 skills; introduce and develop the following skills.

C. Evaluating Information

- Distinguish between fact and opinion.
- Examine reasons for contradictions, or seeming contradictions, in evidence.
- Think critically and make decisions.
- Recognize propaganda and its purpose in a given context.

II. ACQUIRING INFORMATION THROUGH READING, LISTENING, AND OBSERVING

- Read to find answers to questions.
- Skim to find a particular word, get a general impression, or locate specific information.
- Make use of headings, topic sentences, and summary sentences to select main and subordinate ideas.
- Select the statements that are pertinent to the topic being studied.
- Listen and observe with a purpose.
- Listen attentively when others are speaking.
- Identify a sequence of ideas and select those that are most important.
- Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information.
- Adjust to a speaker's voice, delivery, and to the physical conditions of the situation.
- Learn abbreviations commonly used in social studies.
- Make use of italics, marginal notes, and footnotes to discover emphasis by author.
- Consciously evaluate what is read.
- Analyze video and audio presentations; e.g., films, pictures, models, exhibits, and other graphic materials concerned with social studies topics.
- Reserve judgement until the speaker's entire presentation has been heard.
- Take notes while continuing to listen and to observe.

III. COMMUNICATING ORALLY AND IN WRITING

- Develop an adequate vocabulary.
- Choose the appropriate word.
- Pronounce words correctly and enunciate clearly.
- Talk and write in sentences.
- Keep to the point in all situations involving oral and written expression.
- Develop self-confidence in oral communication and in writing.
- Exchange ideas through discussion, either as leader or participant.
- Respect limitations of time and the right of others to be heard.
- Prepare and use notes in presenting an oral report, giving credit when material is quoted.
- Take an active, responsible role in group discussions.

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Early Years K-4: Introduce and develop the following skills.

. Suggest a tentative conclusion, solution, hypothesis, prediction, decision, generalization, and propose ways to test these.

Middle Years and Senior Years 5-12: Maintain the K-4 skills; introduce and develop the following skills.

IV. INTERPRETING PICTURES, CHARTS, GRAPHS, TABLES, MAPS, AND GLOBES

A. Interpret Pictorial Materials:

. Recognize these materials as sources of information.
. Note and describe the content of the material.
. Interpret by applying related information and use the material as one basis for drawing conclusions.
. Distinguish between types of pictorial material; recognize the advantages of each; and recognize the need for objectivity in interpretation.

A. Interpret Pictorial Materials:

. Distinguish between types of pictorial material; recognize the advantages of each; and, recognize the need for objectivity in interpretation.

. Interpret Cartoons:

- recognize these materials as expressing a point of view and interpret the view expressed;
- note and interpret the common symbols used in cartoons.

B. Interpret Charts, Graphs, and Tables

. Understand the significance of the title.
. Interpret the relationships shown.
. Draw inferences based on the date.
. Construct simple graphs, charts, tables, and other pictorial materials (including cartoons).
. Determine the basis on which the graph or table is built and the units of measure involved.
. Relate information derived from pictures, graphs, charts, and tables with that gained from other sources.

B. Interpret Charts, Graphs, and Tables

. Determine the basis on which the graph or table is built and the units of measure involved.
. Relate information derived from pictures, graphs, charts, and tables with that gained from other sources.
. Understand the steps in development indicated.
. Trace the steps in the process shown.
. Compare sizes and quantities.
. Analyze the organization or structure.
. Identify elements of change.

C. Interpreting Maps and Globes

. Orient the Maps and Note Direction:

- use relative terms of location and direction as near, far, above, below, up, down;
- use cardinal directions in classroom and neighbourhood;
- understand that north is toward the North Pole and south toward the South Pole on any map projection;
- construct simple maps which are properly oriented as to direction.

C. Interpreting Maps and Globes

. Orient the Maps and Note Direction:

- use intermediate directions, such as northwest, southeast, etc.;
- use cardinal and intermediate directions in working with maps;
- understand the use of the compass for direction;
- use the north arrow on the map;
- orient desk outline, textbook, and atlas maps correctly to the north;
- use parallels and meridians in determining direction;
- use different map projections to learn how the pattern of meridians

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Early Years K-4: Introduce and develop the following skills.

. Use Scale and Compute Distances:

- use small objects to represent large ones, as a photograph compared to actual size;
- make simple large scale map of familiar area, such as classroom, home, and school.

. Interpret Map Symbols and Visualize What They Represent

- understand that real objects can be represented by pictures or symbols on a map;
- learn to use legends on different kinds of maps.

. Locate Places on Maps and Globes:

- recognize the home community and province on a map of Canada on a globe;
- recognize land and water masses on a globe and on a variety of maps - physical-political, chalkboard, weather, etc.;
- identify on a globe and on a map of the world, the equator, tropics, circles, continents, oceans, large islands;
- use a highway map for locating places by number-and-key system; plan a trip using distance, direction, and locations;
- interpret abbreviations commonly found on maps;
- use map vocabulary and key accurately;
- learn to make simple sketch maps to show location.

Middle Years and Senior Years 5-12: Maintain the K-4 skills; introduce and develop the following skills.

and that of parallels differ;
- determine distance on a map using a scale of kilometers;
- compare maps of different sizes of the same area;
- compare maps of different areas to note that a smaller scale must be used to map larger areas;
- compare distance between two points on maps of different scale;
- develop the habit of checking the scale on all maps used.

. Use Scale and Compute Distances:

- compare actual length of a block or km with that shown on a large scale map.

. Interpret Map Symbols and Visualize What They Represent

- identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents;
- interpret dots, lines, colors, and other symbols used in additions to pictorial symbols.

. Locate Places on Maps and Globes:

- use an atlas to locate places;
- consult two or more maps to gather information about the same area;
- recognize location of cities of the world with respect to their physical setting;
- trace routes of travel by different means of transportation;
- develop a visual image of major countries, landforms, and other map patterns studied;
- read maps of various types which show elevation.

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Early Years K-4: Introduce and develop the following skills.

Middle Years and Senior Years 5-12: Maintain the K-4 skills; introduce and develop the following skills.

. Compare Maps and Draw Inferences:

- read into a map the relationships suggested by the data shown, i.e., the factors which determine location;
- compare two maps of the same area, combine the data shown on them, and draw conclusions based on the data;
- recognize that there are many kinds of maps for many uses, and learn to choose the best map for the purpose at hand;
- infer human activities or ways of living from physical detail and from latitude;
- relate low latitudes to the equator and high latitudes to the polar areas;
- use longitude and latitude in locating places on wall maps;
- identify the time zones of Canada and relate them to longitude;
- understand the reason for the International Date Line, and compute time problems of international travel;
- understand the significance of relative location as it has affected national policies;
- estimate distances on a globe, using latitude; estimate air distances by using a tape or a string to measure great circle routes;
- understand and use map scale expressed as representative fraction, statement of scale, or bar scale;
- study color contour and visual relief maps and visualize the nature of the areas shown;
- interpret the elevation of the land from the flow of rivers;
- use all parts of a world atlas.

V. UNDERSTANDING TIME AND CHRONOLOGY

. Develop an Understanding of the Time System and the Calendar:

- use names of the days of week;
- use names of the months;
- use calendar to find dates of special events and to determine length of time between important dates;

. Develop an Understanding of the Time System and the Calendar:

- understand the system of time zones as related to the rotation of the earth;
- accumulate some specific date events as points of orientation in time;

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Early Years K-4: Introduce and develop the following skills.

- use such indefinite time concepts as past, future, long ago, before, after, meanwhile;
- learn to tell time by the clock;
- associate seasons with particular months in both northern and southern hemispheres;
- understand the relation between rotation of the earth and day and night;
- understand the relation between the earth's revolution around the sun and a calendar year.

. Develop an Understanding of Events as Part of a Chronological Series of Events and an Understanding of the Differences in Duration of Various Periods of Time:

- recognize sequence and chronology in personal experiences, as the school day, weekly schedule, etc.;
- learn to arrange personal experiences in order;
- comprehend sequence and order as expressed in first, second, third, etc.;
- understand and make simple time lines;
- learn to relate the past to the present in the study of change and continuity in human affairs;
- learn to think of the separation of an event from the present in arithmetical terms;
- learn to figure the length of time between two given dates.

Middle Years and Senior Years 5-12: Maintain the K-4 skills; introduce and develop the following skills.

- comprehend the Christian system of chronology - B.C. and A.D.;
- use indefinite time expressions. Use such definite time concepts as second, minute, yesterday, decade, century, etc.;
- learn to translate dates into centuries.

. Develop an Understanding of Events as Part of a Chronological Series of Events and an Understanding of the Differences in Duration of Various Periods of Time:

- use a few cluster date events to establish time relationships among historic events;
- acquire a sense of prehistoric and geological time;
- understand differences in duration of various historical periods;
- learn to formulate generalizations and conclusions about time in studying the development of human affairs.

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